

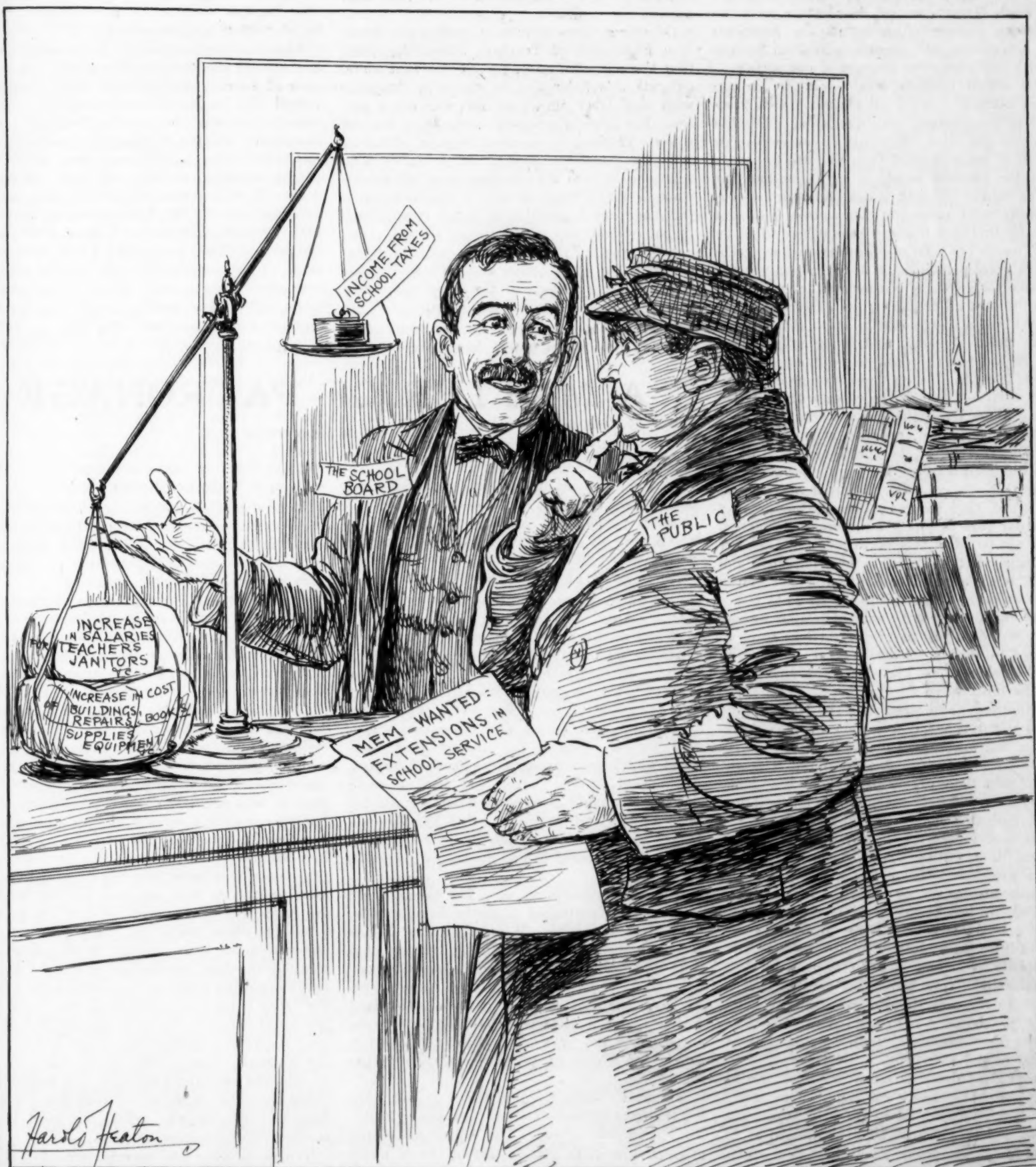
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Q. E. D.

Unionizing the Teachers of America

A. L. Threlkeld, Chillicothe, Mo.

The movement that is spreading among school teachers at this time to join the American Federation of Teachers, which is an organization chartered by the American Federation of Labor, is a menace to this country. This is not true because of any fundamental wrong in such an organization as the American Federation of Labor. Labor is entitled to its organization just as other sections of society are entitled to their several systems of organizations. But the teachers of the country occupy a position all their own. They have no moral right to affiliate with the American Federation of Labor, with the American Manufacturers' Association, with the American Bankers' Association, the American Bar Association, the American Medical Society or with any particular element of our society.

The school teachers must maintain an unbiased attitude toward all classes, which principle is inconsistent with particular affiliation with any one class. It would be better for our schools to cease to exist than to come to a time when the teachers would be propagandists for any particular element of our population as opposed to other elements. Of course, I do not mean by this that teachers should hold aloof on moral issues but I do mean to say that in teaching the great principles of Americanism there is no place for anything but an attitude of impartiality toward all classes by the American teacher. We are not supposed to teach the doctrine of any political party; and it logically follows that we are not supposed to promote any particular theories of social and economic organization thru our schools. In courses of study involving these questions the teachers should be free to bring out the argument belonging to the two or more sides of the question, and to do so in an unbiased manner, leaving the student free to draw his own conclusions; but if the teachers were allied, thru economic organization, with a particular part of our population this function would not be effectively performed. Would any one argue that if an issue between labor and capital is to be tried before one of our courts that it would be proper for the judge to be either a large employer or a member of a labor union? But it would be just as proper for him to be so affiliated in such a situation as it is for the school teacher to be biased toward any group when he must serve all groups.

Furthermore, affiliation with the labor unions of this country is not necessary or even desirable for the highest attainments of the school teacher. The lawyers have not found it necessary to join their organization with any other and the same is true concerning the medical profession and all others. The fact is that at the present time school teaching has not reached a plane in its evolution where it can properly be called a profession. There was a time when the standards among doctors and lawyers were as low, and, in fact, lower than is the case now among school teachers. These professions did not find it necessary to ally themselves with other elements of society in order to grow to their present status. In a democracy a cause that is worthy can stand on its own feet and if it is not worthy it should be exterminated. Nothing could be more iniquitous than to uphold it by artificial power.

It is evident that the school teachers of this country should be closely organized among themselves. On fundamental issues they should act together and they should be so organized as to be able to let the people know how they stand on these issues. They should organize back of high ideals and should be able, thru good organizations, to get as much legislation passed by our

regular legislative bodies looking toward the elimination of those who are unfit as has been accomplished by older professions. By this closer and more intelligent organization within their own ranks they could convince the people and the legislatures that such things as minimum wage laws are proper; that no teacher having less than a certain training should be employed and that no less than a certain amount is just for such teachers. With a democracy all of this is possible. Without it the teachers are throwing away their independence by joining any particular organization other than their own.

Of course, those who are promoting the American Federation of Teachers, stress the point that there is nothing in the charter that would obligate this federation to strike in sympathy with any labor union or for any other reason. But this claim merely camouflages the real thing. If there is no advantage in affiliating with the American Federation of Labor then why affiliate with it? If there is an advantage, what is it? Could we school teachers expect the American Federation of Labor to do things for us without our doing things for it? Does not this very principle effect an affiliation that is particular in its nature and, as stated above, is it not the function of the American school teacher to be independent toward all?

I am not at all opposed to labor unions as such. I believe that labor has a right to or-

ganize. If I were a member of a trade I should belong to the union of that trade, but I want to remark, parenthetically, that I should not be a party to any other than lawful means for accomplishing the ends of the union. I am in no sense prejudiced against the laboring man. We are all laborers, or else we have no excuse for existing. Among the great field of workers there is no type worthy of more respect and honor and of reasonable financial compensation than the man who supports his family or himself by the sweat of his brow. I would be just as much opposed to the school teachers of this country becoming organically affiliated with the so-called capitalist groups as I am opposed to their being affiliated with the so-called labor groups. We as school teachers should fly our own flag and it should be an emblem of service to all with prejudice against none.

These are perilous times. Those social groups that do not lose their heads but who get a sane view of the situation and steer rationally for the future will be the ultimate survivors. If the school teachers of the country forget and plunge themselves into the whirlpool of undirected and misdirected emotional phenomena, which they see all about them, they will seal their own doom. Just to the extent that the day is critical does opportunity for everlasting gratitude with also adequate material reward lie before the portals of any group which may arise to its share of the responsibility for coping with the occasion. No group of people should respond to the call for sane leadership more quickly than the school teachers. Will they stem the tide or go with the drift?

A MATTER OF PATRONAGE

An Actual Occurrence

Margaret Jones was a bright little girl 20 years old, just out of college. She had never taught school but she had a neat appearance, a pleasing personality, an air of competence, which were all in her favor. At least three positions were offered her before she accepted the primary grades in her home town.

Her uncle, it happened, was a member of the school board.

Now I do not mean to suggest that there was anything about her election that savored of wire pulling or back-room politics. The principal recommended her because he honestly believed that she could fill her office well. The Jones family was well known and there was a general feeling thruout the district that Margaret would make a very good primary teacher. She herself never dreamed that anyone could doubt her uncle's good faith when he selected her. She had refused better offers and the only reason she took the position in her home town was that she wished to live among her own people.

But complications set in. The school I am telling about is situated on the banks of a kinky little river in southern Wisconsin. The village is in the shape of a dumbbell. It consists of a west side residence section and an east side residence section, joined together by a narrow strip which is the business part of town. The next spring a new high school building was to be erected, and the west end and the east end got into a hot argument as to the location of the school site.

Margaret's uncle lived in the west end. He led the fight to have the new high school building put in that section. The campaign became personal and folks got to saying such nasty things about each other as only neighbors can. The east-enders claimed that Margaret had got her job thru political pull. They tried to pick

flaws in her work, and some even set their children up to make her trouble.

It is always hard for a new teacher to win the confidence of the public without a handicap, but when half the people of the district are seething against her with ready made hostility, it is well nigh impossible.

The outcome of the imbroglio was that the high school building was put in the east end of town after a close election, Margaret's uncle was no longer chairman of the school board, and Margaret herself had made a failure of her first year's work.

I had a talk with the principal of that town not long after these things had taken place.

"One of the worst things that a young girl can do," he said, "is to start her career by taking a position offered her by a relative who happens to be a member of the school board. It is bad business for a teacher to work in her home town at all. She will find that her friends and her enemies are ready made for her and it is fifty times as easy to turn her friends into enemies as it is to turn her enemies into friends. No competent teacher need be afraid to go into a strange place, for if she does her work well she will make more friends of the right sort than as tho her patrons had a chance to feel that she got her position thru personal favor. On the other hand if she cannot do her work well she could not hold her position with the public even if all the members of the school board were her brothers. Many people seem to think that it is only the superintendent and the public who suffer from the wrong sort of patronage but, believe me, the one who suffers the most is the teacher who tries to profit by it.

"There is only one way to advance in the teaching profession and that is by sincerity and patient effort. There is a basic law of compen-

(Concluded on Page 117)

THE SALARY SCHEDULE

Its Construction and Administration

C. A. Howard, Acting Superintendent, Eugene, Ore.

The alarming shortage of teachers throughout the country, the dangerous invasion of the profession by the unprepared, and the inadequacy of present salaries, are the topics of most frequent discussion in the pages of educational journals and on the platforms of teachers' conventions during these unsettled days. The agreement is general that the proper solution of the last of these problems will carry with it a solution of the other two, that provision for the payment of adequate salaries will result in an ample supply of teachers trained for their work.

While it is undoubtedly true that, without better salaries, the efficiency of the schools will degenerate, the mere provision of more money for this purpose will not stabilize the teaching profession. The teacher, like every other intelligent individual, takes thought for the morrow. The promise of the future is of as much concern to him as is the provision for today, and the salary schedule, if one exists in the system which he serves, contains that promise. In it he may read that which will make him contented with his task; or, on the other hand, he may read only of a barren, profitless and uncertain future. A spirit of contentment in the teaching force can be created not merely by a general increase in salaries but by the establishing of carefully constructed and properly administered salary schedules.

Realizing that previously existing schedules have been badly upset by the rapidly changing conditions of the last two or three years, and desiring information that would serve in formulating a basis for schedules soon to be constructed, the Department of City Superintendents of the Oregon State Teachers' Association requested that a study be made of the salary schedules for the high schools of the state. The results of that study are here presented.

To begin with, let us state that no effort was made to work out an ideal schedule in dollars and cents. What we did try to do was to furnish in small compass, and from many sources, such information and suggestions as would assist in answering the following questions which we consider fundamental in constructing a schedule:

First—Into how many divisions should the margin between minimum and maximum be divided? In other words, for how long should a satisfactory teacher be granted annual increases in salary?

Second—What should be the relation between the minimum and maximum?

Third—What elements should be considered in determining a teacher's rating in the schedule?

In order that we might learn what is being done in Oregon along the lines suggested in the above questions, and also in order that we might secure the opinions of the superintendents of the state on these matters, we made use of a questionnaire which was divided into two distinct parts, one calling for information as to how the existing schedule is actually built and administered and the other calling for the superintendent's personal opinion as to how it should be built and administered. This questionnaire was sent to the superintendents of the twenty districts of the first class (those having 1,000 or more children of school age) outside of Portland and to the superintendents of twelve districts of the second class (those having less than 1,000 children of school age). Portland, with its 300,000 population, was not included in the list. The districts included were of the

small city type, ranging in population from 3,000 to 15,000. The questions which were asked had to do with high school salary schedules particularly, but since the same principles are involved whether the schedule be for high school or grades, we have not hesitated to generalize.

The information secured will be referred to from time to time as we proceed with the discussion of the issues outlined. Let us consider the first question set forth above: Into how many divisions should the margin between the minimum and maximum salaries of a schedule be divided?

The answer to this question involves two considerations; first, the increases in salary should continue thru a term of years sufficiently long to offer an incentive to prepare for and continue in the profession; and second, this term of years should bear some relation to the period thru which the value of a teacher's service might reasonably be expected to increase. Of the 29 Oregon schools furnishing information as to present practice, seven provide for four increases, four have three increases, three have five, one has two, and fourteen have no fixed schedule.

It seems unnecessary to produce evidence to show that a sufficient number of young men and women will not continue to spend years in preparing themselves for positions, the economic limits of which will be reached after the three or four small salary increases provided for in the best of these schedules. It also seems superfluous to point out that, having made the preparation, good teachers will not remain in positions where there are no definite provisions whatever for increases of salary. Increases must be definite in amount and large enough to attract if teachers are to train themselves for the work and continue in it. Of 882 high school teachers in Oregon outside of Portland listed in the official directory for 1918-19, only 40 or 4.5 per cent had been in the same position over five years. For the same year, in the city of Portland, with its salary schedule providing for eight annual increases, 45 per cent of the high school teachers had been in the same position for over five years. To be sure, there are many reasons why the teaching force of a large city is less subject to change than that of a small one, but undoubtedly the promise of annual increases thru a long term of years plays a prominent part in keeping proportionately ten Portland teachers on the job to one that remains in the smaller city. Even the smaller high schools that pay the highest salaries do not hold their teachers. One high school with sixteen teachers in which the salaries for 1918-19 ranged from \$1,125 to \$1,225, had one teacher who had been in the school over five years. Another school with twelve teachers and salaries from \$1,035 to \$1,080 had no teachers who had remained more than five years. Remember that previous to the present school year, these were accounted very good salaries for small high schools. In our opinion, the difficulty lies in the fact that the increases have been small and few in number. Schedules have not been established so that a teacher could look forward with some assurance to a definite recognition of the value of his continued service.

Of the 25 superintendents who expressed a personal opinion on this subject, ten favored five increases in the schedule, eight favored four, three considered three divisions to be sufficient, while six, seven and nine divisions had one supporter each. One superintendent was in

favor of only one increase. The preponderance of opinion here indicated is for a schedule of four or five increases. This is at least better than the few and uncertain increases which now prevail in almost all the high schools of Oregon. In his recently published report on "Teachers' Salaries and Salary Schedules" prepared for the N. E. A., Dr. E. S. Evenden states that the median number of years of increase both in the high school and the elementary grades varies between six and ten for groups of cities arranged according to population, "with a rather consistent median for the groups in the neighborhood of eight yearly increases."

There is no method of measuring the value of a teacher's services that is sufficiently accurate to determine just when that value ceases to increase. If there were such a measure it would undoubtedly show great individual variation in this regard. However, it does not seem unreasonable to assume that, with salaries sufficiently liberal to support a high standard of training, and with increases of such proportions as to justify continued study, the teacher's value to a school would continue to increase at least for eight or ten years. Figures published in "Engineering News" for September 9, 1915, and quoted in Dr. Evenden's report above mentioned, show that the average income of the engineering graduates of a western university increased annually for twenty-four years. The average income of the medical graduates of Harvard in the class of 1901 had continued to increase for the thirteen years up to 1914, when a report was made, advancing at the rate of \$200 to \$300 per year. Figures compiled by Harvard tell a similar story for the legal graduates of that institution. A leaflet prepared by the United States Bureau of Education for distribution at the Panama Pacific Exposition is authority for the statement that the average annual income of a group of Brooklyn citizens who had left school at the age of 18 was \$500 for the first year out of school and \$1,550 for the eighth, an annual increase of \$134 for eight years. Please keep in mind that these are not wartime figures.

If the efficiency of the lawyer, the doctor and the engineer continues to increase for a period of from twelve to twenty years as measured by the price people are willing to pay him for his services, and if the comparatively untrained youth who leaves school at the age of 18 can sell his services at a price that shows a substantial annual increase for eight years, surely the teacher with technical training, a professional attitude toward his work and with the most complex problem the world offers placed in his hands, ought to find it possible to grow for at least a single decade.

The second question we have considered has to do with the relation that should exist between the minimum and maximum salaries of a schedule. In the effort to provide salaries for teachers to meet the present emergency, many schedules previously in existence have been completely demolished. We have, therefore, made no effort to determine accurately the relations between minimum and maximum which prevail in the state. In a few towns the largest salary being paid to regular teachers for the present year is from 130 per cent to 140 per cent of the smallest, but in most of the cases there is a difference of only 20 per cent or less. Only fifteen superintendents answered our question as to their opinion on this subject. Of these, five believe the maximum should be 150 per cent of the minimum, three suggested 140 per cent,

three, 133 1-3 per cent, and one each, 110 per cent, 125 per cent and 200 per cent. One thought there should be no fixed maximum. In the material collected from 105 cities ranging from 5,000 population up and published in the U. S. Bureau of Education Bulletin No. 16, 1914, the median maximum salary is 170 per cent of the median minimum. Unless the minimum is very high, this is not an unreasonable increase. Some authorities on school administration would place the maximum much further beyond the minimum than it is now found in practice. William E. Chancellor and Ellwood P. Cubberley agree that it should be two and one-half times as great. However, both these authorities would place the minimum at a very low figure and Cubberley suggests that this maximum "should not be attainable under fifteen to eighteen years of service nor without proper evidence of professional proficiency."

The minimum salary in any schedule should be at least sufficient to provide a living for twelve months at such a standard as to assure the maximum efficiency of the teacher. This is more than a bare living wage and varies from one community to another. Starting on such a basis and providing for annual increases of approximately 10 per cent of the minimum extending over a term of six to ten years, a schedule would be sufficiently inviting to attract strong young men and women into the profession. Tho its attainment may not be in the near future, we believe the goal to set for high school salaries should be as follows: A minimum as above indicated, a maximum 200 per cent of the minimum to be attained by ten yearly increases.

Having established a schedule for high school teachers, what elements should be considered in determining the individual teacher's rating therein? The superintendents who answered this part of the questionnaire were practically unanimous in the opinion that length of service in the system should be considered. They were also pretty well agreed that the teacher coming into the system with some years of successful experience in a good school should not be required to start at the minimum. Twenty-three out of 31 believe a teacher should be rated up for additional study after entering the system, such as attendance at summer school or extension courses, but in only four Oregon towns is any financial recognition given to such evidence of professional ambition. Three out of 26 say that teachers are rated up in the schedule for travel and fifteen out of 31 think they ought to be. Ten out of eighteen are of the opinion that teachers entering the system with a minimum of preparation but with exceptional training should start at the bottom of the schedule and take their chances with the rest. Six would give some consideration in such a case, and two state that the teaching value of the additional training is "difficult to estimate." Twenty-six out of 31 superintendents believe that a teacher's rating in the schedule should depend upon her efficiency.

Fairness to the teacher and the interests of the school demand that there be a provision for admitting into a system, teachers from elsewhere with good experience, and starting them at some point in the scale above the minimum. This problem involves too many variables in the way of length and character of experience to make possible the formulation of a definite rule for its solution. Teachers with exceptional training should also be rated up in the scale, provided that training involved sufficient practice teaching under normal conditions to assure success. Travel and further study should, of course, be encouraged. Some schedules provide a bonus for the acquiring of a certain number of college hours, or for certain specified summer



MRS. SUSAN M. DORSEY,
Superintendent of Schools,
Los Angeles, Calif.

trips. Such arrangements as these are no doubt commendable, but we are of the opinion that summer travel and professional study will take care of themselves as soon as adequate salaries are available.

The above elements are all tangible and lend themselves to some sort of measurement and can therefore be considered with little trouble. Difficulty arises when an effort is made to measure the efficiency of a teacher and, upon the basis of such measurement, determine whether or not her salary is to be increased. No plan for rating teachers can claim to be scientific that does not involve a measurement of the teacher's efficiency, but this seems to be a case where scientific accuracy must give way to the necessities of practical administration. The generally recognized difficulties involved in efforts at measuring the efficiency of teachers have been so well set forth by Dr. Cubberley that we quote him here: "If the scoring is done carefully and with good judgment, and covers a sufficient number of points, it is likely to produce a very good estimate as to the relative efficiency of the teacher. The great trouble encountered is that the teacher who is marked low usually feels that she has been marked unfairly, and with some of the plans in use it is hard to prove that she is wrong. In the end it tends to fall back largely on the reliability of the personal judgment of some person or persons, and, in the present status of the supervision of instruction in our American cities, this is its weak point. It is rather easy for teachers to claim, and with some degree of truth, that the principal was not competent, or that the assistant superintendent or the superintendent was not closely enough in touch with the work of the teacher to enable either of them to appreciate and evaluate the work which was being done. When boards of education accept the judgment of such officers, as they must almost of necessity do, a sense of injustice often remains which breeds discontent among a teaching force."

It is to be hoped that a scheme for measuring efficiency will sometime be evolved that will work so simply, and be so clearly understood by all concerned, as to meet with general approval and come into general use. However, no such scheme has yet been invented and only the more tangible elements lend themselves to consideration. The teacher whose services are satisfactory must be advanced from year to year as the schedule provides. If she is not worth the salary she must be dropped. Under conditions now existing, any juggling of the schedule will produce a feeling of uneasiness in the teaching

force. The best teachers, as well as the poorest, are disturbed by any uncertainty as to the administration of the schedule. An annual or semi-annual rating of the teachers by means of the Boyce Scale or some such device, might prove valuable in pointing out a teacher's strength and weakness provided each teacher were shown her own rate sheet. Such rating might be used to assist in determining whether or not a teacher was to be retained or dropped, but if she is to be retained, the rating should not be used to assist in determining whether or not a teacher was to be retained or dropped, but if she is to be retained, the rating should not determine the amount of her next year's salary.

The program of salary construction which we propose is summarized as follows:

1. A minimum salary sufficient to provide a living for twelve months at a standard that will assure a maximum efficiency on the part of the teacher.
2. Annual increases of 10 per cent of the minimum and continuing for six years, with ten years as the goal ultimately to be reached.
3. Provisions for admitting teachers with successful experience, or with training beyond the minimum required, at a point in the schedule above the minimum.
4. The granting of bonuses for additional study or travel under definite regulations until such a time as salaries become large enough to make further study and travel easily possible.
5. The elimination of the "merit system" of promotion until such a time as a scale has been devised which will be generally acceptable to teachers as well as to superintendents and supervisors.

THE JOY OF MEMBERSHIP ON THE SCHOOL BOARD.

The following paragraphs are taken from a newspaper article which appeared in the Fort Collins, Colorado, Express, over the signature of Mr. F. L. Watrous, a member of the local school board. The article was written in the midst of a campaign for a bond issue for a new high school building.

"I don't suppose there are any large number of persons in district No. 5, so imbued with the spirit of self sacrifice and brotherly love as to openly covet and yearn for the honors and emoluments attending the office of school director. It would take a mighty brave man to voluntarily collar that job and walk off with it and tho in an unguarded moment one may allow the office to attach itself to him the chances are that very shortly in his sober, saner afterthought he would gladly trade the job for a hound pup and then pay some philanthropic person five dollars to kill the pup. Over the office door of school director should be written 'Ye who enter here must leave behind your peace of mind, your own business, and your joy of life and give your best thought, your time, and energies for the benefit of the public.'"

"Some men are born great, some achieve greatness, but these have greatness (?) thrust upon them. We flatter and cajole them into working for us; they rake our chestnut out of the fire and chase the niggers out of our wood piles and while they are doing it we kick and maul and cuss them from sinner's retreat to cafeteria hash. Still we don't want them to feel that we are unappreciative, or would will them any ill, or unnecessarily harrow their finer sensibilities. You see we just keep things sort of stirred up in a general way because we know that a certain amount of affliction is beneficial, like fleas to a dog. Keep him from brooding on other troubles. These little difficulties are a stimulant and aid in dissipating the common, everyday cares and indispositions, by setting up a counter irritant, don't you know?"

"And there are other compensations—the consciousness of rectitude; the satisfying thought of work well done. You know Pope says 'one self-approving hour, whole years outweighs, of stupid starers and of loud huzzas.' Then the consoling assurance—'The Lord loveth whom he chasteneth,' and the hope that they who suffer long and remain faithful may inherit a distinguished service star to flash upon St. Peter. That ought to help some. So here's hoping."

Rural Supervision in the United States

Katherine M. Cook, Washington, D. C.

(Conclusion)

The preceding discussion of administrative organization for supervision will enable us to judge its possibilities in the light of administrative limitations while we proceed to consider briefly the probability of securing efficiency in supervision under each. It is also well to keep in mind that the effectiveness of any organization depends both on plan and personnel. While a good personnel overcomes many objectionable features of organization, even the best one cannot function efficiently on an inefficient plan and that in work of highly specialized quality the service rendered depends on training and experience. The scope of this article does not permit consideration of the results obtained with any personnel, but with the probabilities of securing and retaining efficiency in the particular system described. Whatever plan of organization prevails, it is important, from the standpoint of supervision, that the management of the school system be placed upon a permanent business basis with authority sufficiently centralized to insure definite fixing of responsibility, economy and efficiency. It should also be sufficiently representative and democratic to preserve local interest and initiative. Liberal financial support is an important essential therefore the source of supply should be adequate. If this source is a taxable unit as in the majority of our states, it should be large enough to insure an adequate revenue.

The purpose of supervision is to keep a good corps of teachers working at 100 per cent efficiency and to so organize, direct and inspire a mediocre corps as to bring them to an ever increasing degree of efficiency. Such a responsibility demands the services of a man or woman of strong personality, with the qualities of leadership highly developed; qualified by training and experience to organize a body of teachers and to give them general and specific directions in every phase of their work. The supervisor must have the ability to teach well, tho he is not a teacher alone. He must recognize and encourage fine teaching wherever he finds it, and be able to give constructive, comprehensible and workable suggestions—rather than mere criticism—wherever he does not. He must be a specialist in subject matter and method and be familiar thru personal experience, with the details of school work and the application of principles underlying modern school methods. In the rural school, particularly the one-teacher school, difficult problems concerning organization, discipline, course of study as well as method confront the teacher who has not the background of training and experience to meet them alone. Careful direction and constructive criticism are nowhere so necessary as in these schools.

Training Teachers in Service.

Rural supervision involves carrying out a plan for training teachers in service. Personal visits alone will not suffice and cannot be frequent enough—in the country, to be depended upon wholly. Specific counsel, constructive advice and direction in carrying out plans for the conduct of the system must be given also thru circulars, letters, group and other meetings and all other ways at the supervisor's command. Close association in the classroom is necessary for assistance and direction in methods of work, use of material, interpretation of the course of study and the like, but the supervisor can no more depend *wholly* on individual work than can the teacher with a large group of children in her charge. Expert rural supervision, therefore, is largely a matter of intelligent leader-

ship and ability to organize. The supervisor, if successful, must have personality and magnetism, ability to inspire others with loyalty to his efforts and to develop the esprit de corps which should characterize the staff of an efficient system.

Perhaps the necessity of adequate supervision will be better understood by considering the conditions under which supervisors work in rural communities. For the present at least and in the immediate future it will continue to be necessary to think of rural supervisors working with a corps of teachers selected by a number of different boards or individuals, and except in rare cases, quite unfitted by education and training, for the teaching profession. Facilities for training teachers are not now adequate to supply cities alone. Salaries in rural districts are so much lower than in cities, that so long as there is a demand on the part of the latter which exceeds the supply, it cannot be expected that professionally trained teachers will be found in rural districts. Not alone are facilities for training inadequate as to the number prepared, but at present, it is true that the courses and methods pursued in normal schools in our country (with but few exceptions) definitely prepare for city graded schools rather than for the country. Even if the number of teachers were large enough to satisfy the demand in rural schools they are not properly trained, and will not be until there is a differentiation in courses and methods corresponding with the different conditions the teacher is to meet in the country. Obviously well-equipped teachers are the first essential to school efficiency. In order to secure them our efforts must be directed in the direction of securing immediate relief of present conditions thru increased salaries, which will retain capable teachers, and strong supervisors who will direct them to reach the highest degree of efficiency possible. Permanent mitigation of conditions must come thru the establishment of an adequate number of rural teacher training institutions or departments.

It is because supervision of the best kind is so necessary to the progress of rural schools that the administrative organization becomes of special importance in considering it. The managing board must be depended upon to secure a working staff of superior ability. A superintendent or supervisor qualified to carry out the kind of program outlined is not easily secured. Something more than monetary compensation is necessary. There must be opportunity, incentive and time to inaugurate and complete plans for educational progress for the present and the future. Careful consideration must be given to the selection of the supervising officer in order to secure the individual best qualified to assume the responsibility of a school system, and if necessary not alone the county but states must be scoured to secure the best qualified person obtainable.

The Unit of Administration.

A centralized system for the administration and supervision of rural schools, corresponding to the unit which prevails for other purposes, offers conditions most favorable to adequate supervision and efficient management. The taxation unit should be large enough to make it possible to raise funds in an amount large enough to supply adequate facilities and a capable staff. When the county is the unit of civil government, a county board of education is the logical board to govern school officers. Experience has proved that a board not so large as to be cumbersome but large enough to be repre-

sentative proves most efficient in managing schools. This board should select its own administrative officer, to whom it entrusts the carrying out of educational policies, and a corps of teachers and supervisors as assistants in this work. In the ordinary rural community, in which such difficulties as bad roads and long distances are encountered, one supervisor to each group of forty teachers approximately is needed.

A superior system of rural schools may be obtained where the county system of administration and supervision is in effect. While the entire control and management of the schools is entrusted to a county board of education, usually composed of five or seven members, the best systems provide a means by which local pride in the schools, and in some cases a degree of local responsibility, is preserved. Good systems have for their purpose not uniformity but equality of opportunity, the establishment of a minimum standard but the possibility and the incentive to go beyond it. Many county boards personally observed by the writer are composed of the finest, most representative and disinterested citizens in the county. These boards engage from two to seventeen assistant and special subject supervisors in many cases selected from outside the county and state in which employed. There is no reason why all county systems should not have equally capable boards and similar advantages of supervision.

District and State Administration Systems.

Undoubtedly the greatest obstacles to adequate and professional supervision prevail where the unit of supervision is the county and the unit of administration is the district. In the majority of these counties no real supervision is possible. The plan of organization is such that tenure is generally uncertain and has little relation to the quality of service rendered; responsibility is divided and neither salary nor the opportunity given for success is such as to attract persons of ability and experience. Supervision degenerates into following a routine of office work and desultory visits to school, often more social than educational in their nature, without a concerted and consecutive plan of campaign for improving the classroom teaching.

Supervision under state control entirely prevails in so few states that extended discussion is unnecessary. It presupposes a highly centralized system already in effect for the conduct of general affairs. A high degree of efficiency is obtainable under the system owing to the probability of liberal salaries, higher qualifications and less consideration to local favoritism and limitations. On the other hand it partakes of the dangers of all highly centralized systems and needs guarding against too much formality within the service and the deadening of local initiative, interest and enthusiasm among the people. It is undoubtedly adapted to the conditions in certain states but is not apt to be widely adopted because impracticable except under special conditions.

On the other hand state co-operation in supervision as practiced in those states in which special representatives of the state department share the responsibility for the improvement of rural schools is adapted to all conditions and systems and is gaining in popularity and efficiency of service as it becomes better understood and appreciated. Such supervision cannot and is not intended to replace the local supervising officer, but it can co-operate in securing a higher degree of educational efficiency as well as in extending the influence and benefits of a state-wide system of schools.

The New England Townships.

The township system prevalent in New England offers possibilities for good service. It has the advantages which come when the school and civic units are co-extensive and enables the people to think in terms of one unit when planning the budget for general management. If well administered the system should offer the same quality of supervision and educational opportunity to children in the country and in the city. While adapted to the organization prevalent in New England it would doubtless be far less successful where the traditional form of town government is not in practice and favor. Just as highly centralized state systems must guard against too little democracy so the decentralized town system must guard against the dangers of local favoritisms, antagonisms and narrowness which threaten small and highly localized systems. A sufficient amount of state

oversight probably safeguards the places at present supervised in this manner.

Similar in respect to supervising possibilities are a few small counties in the country, containing but one town or city, in which county and city are one system, managed by the same board of education and superintendent of schools. In some cases an assistant superintendent is in charge of rural schools or assistants are engaged to do the work of all the schools. Where conditions are favorable, and this is the case generally in a county with not more than one large town within its borders, and not too large either in territory or population, the result is very satisfactory.

Regional or district supervision in which school units combine for supervisory purposes offers a solution of the problem for districts not in themselves strong enough or rich enough to supply modern educational advantages. If the combined unit is not too large and the in-

terests of the combined community is such as engender a spirit of coalescence the results are entirely satisfactory. The same principles as to selection of staff, formation of managing board and the like applied to other systems apply equally to this.

It is apparent that expert supervision, and the advantages which should come from it, are by no means impossible to secure for rural schools. Under present conditions, such supervision offers the most logical, most easily secured and immediate solution of the serious problems which confront rural schools. Liberal support, far more liberal than country people have so far given to their schools, both in money and in intelligent interest must be forthcoming. Rural communities are getting just about what they are paying for, possibly even less in educational returns from the present inadequate investment in school facilities, intelligent interest and the meager maintenance fund provided.

Relations Existing Between Superintendents and School Boards in Iowa—IV

S. W. Johnson, Superintendent of Schools, Brookings, S. D.

QUALIFICATIONS OF SCHOOL DIRECTORS.

An attempt is made here to determine some factors which are considered most important in selecting members of school boards. Out of 149 replies, 147 checked one or more items in this list.

Data may be found in Table IX.

Sex. In more than 38 per cent of the schools, the question of sex is of some importance, and in over 16 per cent of the schools, it is of much importance. It appears from this that a large per cent of our schools are not ready for women to be members of school boards. More than 50 per cent of the schools prefer men for directors.

Often it is heard that women would make ideal school directors because of their sympathies for children and teachers. Women have a more hearty appreciation for education, the fine arts of life and the esthetic values than men, and, consequently, would be more valuable in school work than men as directors. But those who argue thus fail to see the real function of a director. It is not the duty of directors to supervise or direct a teacher.

A director must be a business man, capable of weighing values and determining proportions of things. He must know when a satisfactory standard has been reached and is maintained. He must plan for finance; he must think of the policies for the future in meeting financial obligations. The director's duty is to understand materials for building and sites for school building. He must be able to meet men and to direct them.

Problems in relation to parents, teachers and children come immediately within the realm of supervision, and not under the direction of school boards. Women make excellent teachers, and if the right type and kind are selected, they are very valuable as principals and superintendents, but for school boards, from this reply, men are preferred. Woman's responsibility in the new social life will give her, no doubt, a greater share in school administration. It is not the duty of a director to be a supervisor or a teacher.

Courage. Eighteen per cent of the replies indicate that courage is of some consequence in a school director. Eight per cent consider this attribute of character essential. It would be gratifying to see a much larger per cent, considering the value of courage in a school director. Many men have readily transformed an

TABLE IX. Factors Which Are Considered in Selecting Board Members.

	Some Importance		Much Importance	
	No. of Cases	Per Cent of Cases	No. of Cases	Per Cent of Cases
1. Sex	57	38	24	16
2. Courage	27	18	13	8
3. Uprightness	44	30	28	19
4. Morality	41	28	27	18
5. Nationality	19	13	5	3
6. Business ability	62	42	37	25
7. Profession	18	12	3	2
8. Social Standing	46	31	12	8
9. Success in life	43	29	22	15
10. Good Judgment	43	29	45	31
11. Political preference	12	8	4	2
12. Openmindedness	26	17	17	11
13. Tact with people	21	14	10	6
14. Church preference	21	14	5	3
15. Ability to organize	13	9	4	2
16. Fairness in decision	33	22	19	12
17. Ability to rate teachers	17	11	6	4
18. Must have children in school	43	29	17	11
19. Purpose in education	16	10	8	5
20. Experience	17	11	2	1
21. Agreeableness	32	21	19	12
22. Educational qualification	14	9	4	2
23. Never attended public school	4	2	0	0
24. Aliens are elected	2	1	1	.66
B.				
	Number	Number	Per Cent	
		of Cases	of Cases	
Education	25			
Went to school	a.	3	.04	
Elementary, 1 year	b.	1	.01	
Elementary, 3 years		4	.04	
Elementary, 4 years		6	.06	
Elementary, 5 years		19	.2	
Elementary, 6 years		18	.2	
Elementary, 7 years		49	.7	
Elementary, 8 years		137	21	
High School, 1 year	c.	26	4	
High School, 2 years		29	4	
High School, 3 years		19	2	
High School, 4 years		140	21	
College, 1 year	d.	35	5	
College, 2 years		36	5	
College, 3 years		17	2	
College, 4 years		115	17	

147 replies were checked in 149 answers to Questionnaire "B."

unorganized district thru high courage. It is a characteristic that should be more common among all school board members.

Uprightness. Uprightness in the service of liberal-minded men on the school board, begets a larger sympathy for high living among the young people of the community. There must be to such men a lasting joy in knowing that their efforts have brought about a type of fairmindedness in a community; that teachers and superintendents have a clearer vision of school duties as a result of the wholesome influence and deep trust which directors of this type give to a school. Integrity of the most deserving kind is felt in the authority of such men. Pupils

will nobly respond to their work in a fairness of mind only toward the authority of such men. The moral and intellectual life of young people is stimulated by such association. To secure a truer loyalty to civic authority, and a willingness to assume responsibility in a social life, are pleasures to be enjoyed by the young people who finish school under such a wholesome atmosphere. Much of the great educational contribution to a democracy is the result of such service freely given in many communities.

Morality. Twenty-seven per cent of the replies indicate that the morality is a factor in the selection of school board members, or a quality that is desired, while 18 per cent consider it of much importance. Uprightness and morality in their function in a school are quite inseparable.

Nationality. Twelve per cent consider nationality as a factor of much importance. This is a question of greater concern in many communities. Our war has revealed a carelessness in education, and a decided neglect in proper regard for the right men in the responsible positions in our educational life.

Business Ability as a Factor.

Business Ability. One of the largest and most valuable contributions from a school board is business ability. The superintendent and corps should be well qualified to care for instruction, supervision, and the skill in connection with the applied features of education.

From the nature of the superintendent's work, it is desirable that he have men to counsel with him in the business aspects of a school. Successful business men have the broader view, and a keener analysis for the material affairs of a school than the majority of school superintendents. From the very nature of the superintendent's work he cannot be supposed to have the business foresight that men of affairs possess.

It speaks well for Iowa that 42 per cent of the replies indicate a choice of business ability, while 25 per cent make it of much importance. This is a total of more than 67 per cent. Judging from this reply, business men have an unusual opportunity to contribute valuable service in our public school system.

Profession. The profession which a man follows does not seem to be very vital. The ranking is low. Only 12 per cent of the replies consider this of some importance. A total of 14 per cent is considered in this reply.

Social Standing. Social standing is a desirable consideration in school directors. Thirty-one per cent of the replies indicate that this feature is considered. Eight per cent give this much importance.

Social standing is very likely to be associated closely with many other characteristics, such as good judgment and success in life. These features are also considered about equally with social standing.

Good Judgment. Good judgment has the highest ranking of the three. Twenty-nine per cent consider it of some importance; more than 63 per cent of the replies rightly emphasizing this characteristic.

Tact With People. Tact with people has comparatively a low percentage, but it is one of the most valuable characteristics for all people associated with school activities. Fourteen per cent show some consideration for this, and only 6 per cent value it. Twenty per cent is rather a low recognition of this characteristic of a director. The same can be said of open-mindedness. It also has a low percentage; 17 per cent of some consequence, and 11 per cent of much importance. These two characteristics would add more service and happiness in many school systems.

Church Preference. Church preference has a comparatively low recognition, only 14 per cent giving it some consequence, and 3 per cent giving it much importance.

Fairness vs. Mischief Making.

Fairness in Decision. Fairness in decision has a desirable place in the function of school directors. Twenty-two per cent give it some consideration, and 12 per cent give it much importance. This makes a total in percentage lower than might be hoped for.

Ability to rate teachers, and the fact that directors must have children in school, are both considered rather lightly. The total per cent for each is 15 per cent and 13 per cent.

Knowledge of Purpose in Education. A very small recognition is given to a knowledge of the purpose in education. Evidently people are willing to permit superintendents and teachers to direct in education, for there is little consideration from this viewpoint. A total of 16 per cent deem this of much consequence.

Agreeableness to Superintendent and School Board. A higher consideration is given for the agreeableness of new men on the school board for superintendent and school board, than for some of these other characteristics. Twenty-one per cent make this of much importance. Fairness and consideration would lead one to place this in a higher order of percentage. It is quite essential that school boards and superintendents work in the utmost harmony. One man can be an endless mischief-maker, and bring about more discord in a school board than can be kept out by the other members and all of the faculty. Perhaps no activity of a school board will bring greater reproach to a school than one fault-finding, mischief-making school director. He can, in a short time, convince many well-meaning people that the school system is far from what the community should expect.

Education of School Directors.

Went to school.....	3	
Elementary, one year	1	
Elementary, three years	4	
Elementary, four years	6	
Elementary, five years	19	
Elementary, six years	18	
Elementary, seven years	49	
Elementary, eight years	137	36%
High School, one year	26	
High School, two years	29	
High School, three years	19	
High School, four years	140	32%
College, one year	35	

College, two years	36
College, three years	17
College, four years	115

31%

Thirty-six per cent of the directors of Iowa have attended only the elementary schools. Their attendance of school has not extended beyond the eighth grade. Thirty-two per cent have attended the high school but no school beyond this. Thirty-one per cent of the school boards have attended college one year or more.

PRACTICES AND DUTIES OF SCHOOL BOARDS.

In many respects Iowa affords a fair degree of uniformity in public education. There are few conditions to cause a sharp variance in administrative functions of school boards. The data in this report should reveal quite dependable information. One hundred forty-nine superintendents checked this division of the 149 questionnaires.

Table X contains data on this subject.

Do Board Members Visit Schools? In 43 per cent of schools of Iowa, members of the school board visit schools singly. This means that probably one man on the board has visited schools, and may mean that not more than one during the year. In 16 per cent of the schools the school boards visit schools as a board. This may mean that they simply go to school to investigate the need of repairs or supplies without ever meeting teachers or pupils.

If a report could be taken, would a record similar to this be found among directors of banks, factories, or other business enterprises? A business member of the school board may give splendid service and not visit schools, but as a member of the community, and as a representative of the educational interests, it seems as if a greater percentage of visiting boards would be of credit to the school system.

Do Board Members Attend Educational Meetings? One of the splendid opportunities for school board members to feel the finer sentiments of school work is to attend the educational meetings that are so frequently held in Iowa. The inspiration and educational outlook from this would be of very direct aid to all directors in their school relations.

It is regrettable that only 15 per cent of the replies can state that school board members visit educational meetings regularly. Twenty-two per cent state that only occasionally do board members visit these meetings. Twenty-three per cent show that they visit rarely, and 26 per cent, not at all. This is rather challenging in many respects. School board members

TABLE X. Practices Observed by School Boards.

	Number	Per Cent of Cases
Members visit school.....	1	
Singly	a	64
Board	b	25
Attend educational meetings	2	
Regularly	a	23
Occasionally	b	34
Rarely	c	35
Not at all.....	d	39
Read educational literature..	3	58
Criticize teachers publicly..	4	41
Strive to keep teachers in good repute	5	94
Failed to elect good teachers because of—	6	
Personal feelings against teacher	a	18
Superintendent	b	15
Kept poor teachers, personal obligation	7	41
Elects without superintendent's recommendation....	8	37
Policies interfere with supervision	9	28
Deal with individual cases of supervision	10	28
Teachers kept out of sympathy	11	24
Home teachers are favored..	12	31
Board decides on equipment and location of buildings..	13	66
Superintendent, one administrative head of schools....	14	85
149 replies out of 149 Questionnaires "B".		53

cannot reflect the highest interest in educational affairs in their associations with people without more consideration for the attitude and sentiment which is associated with educational gatherings.

Do Directors Read Educational Literature? Thirty-eight per cent of the 149 replies show that one or more members of school boards in Iowa read some educational literature. It would be interesting to see how the percentages in other professions of similar responsibilities would compare with the action of school board members. Do 38 per cent of farmers read farm journals? Thirty-eight per cent or more of superintendents read educational literature. Would 38 per cent of library boards be reading library material? Would 38 per cent of bank directors be reading bank material? Is all of the criticism of our public schools of the present time to be directed to the superintendent? Must it all be directed to school board members, or should less criticism be given and more constructive direction?

School board members have had little training for their responsible positions, and unless a wise policy is pursued in the reading of educational problems, they are apt to direct a school on the basis of their lack of information. If the school system is not making the proper advancement under present management, some better arrangement should be made which will secure a well directed aim on the part of school boards and superintendents for suitable educational environment.

School Boards and Teachers.

Do Directors Criticize Teachers Publicly? Thirty per cent of the replies to this questionnaire reveal the unfortunate practice of school board members in criticizing teachers publicly. It is a test of intelligence to understand why such a practice can exist, to say nothing of the loss to children, the loss in finance, the disregard for personal high-mindedness. It seems deplorable that the selfish servants of the people who are really foster parents of children, should have this to contend with. We think in terms of horror of the Bolshevik who will intentionally and maliciously attempt to ruin the order of society by spoiling the machinery which takes to all people comforts and clothing, food and transportation, heat and light, when



DR. C. H. GARWOOD,
Pittsburgh, Pa.

Dr. Garwood has resigned as assistant superintendent of schools to become European director of the Junior Red Cross.

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the Bolshevik destroys the finer pieces of machinery. It is quite impossible to understand his mental working when he snips the tender threads of fabrics which are being woven for people's happiness and comfort in his wild-eyed desire to injure his employer. But what shall we say of the thoughtless or evil minded person who stabs to death with a dagger of malice, of rumor and insinuation the beautiful character of the teacher in that community? Or what shall we say of the criticism that snips and cuts the finer bonds of feeling and sympathy between teacher and pupil in order to satisfy some eager listener or feeling of revenge?

It requires a much keener type of mind to see and understand the noble purposes of a teacher than to find fault. People must have a longer vision of the ultimate good of teachers and their work than to have keen hearing for criticism and doubt.

School Board Members Strive to Keep Teachers in Good Repute. It is gratifying to see 63 per cent of reports showing the high-minded and most valuable service of school directors in this respect. No service can be of more lasting result to children and patrons than that of seeing their teachers and foster parents from the right viewpoint. This service to the community is incomparably greater in returns than almost any other function of a school board. Teachers are often misunderstood, and sometimes intentionally; directors have an opportunity to keep the little annoying misunderstandings from injuring the school or spoiling the right appreciation of pupils and parents for the teacher. In what business institution or organization of any kind could we have the highest regard for its integrity if there were not a wholesome appreciation and trust for the representatives in that establishment? How long could a bank stand for high business integrity if officials were held in ridicule, or publicly criticized? Men are placed in those positions, and are educated, and the community directed to appreciate the fine qualities of those men.

Tenure of Teachers.

Once a cashier of a bank has reached his position, his directors see that his qualification is supported and kept in the right viewpoint in a community. So it is with the best teacher. It is not an accident that some schools always have good superintendents and splendid teachers. The community has established a wholesome reputation for fine appreciation, and any teacher or superintendent who comes into the atmosphere readily responds.

Iowa patrons owe a lasting debt of gratitude to the unselfish contribution of so many splendid men who are giving time and thought to the neglect of personal business in order that the young people of that community may have the best ideals and standards from the school and teachers.

Why Have Some Teachers Failed to Be Re-elected? The strongest language can scarcely do justice to the practice of any school board in failing to elect good teachers, simply because they have some personal feeling against a teacher. Twelve per cent of the questionnaires reveal that good teachers have not been elected because of some personal feeling against her. However ridiculous it may seem, yet teachers have failed in their election because of some peculiarity of hairdress, or other non-essential. One teacher in Iowa was not elected, simply because her hair was too curly on her forehead, another because her hair was too light; the charge of hairbleaching was against her. Another was failed because she did not leave a deposit in the bank where the secretary of the school board was employed.

Replies indicate that ten per cent of the teachers in this state fail in re-election because

of personal feeling against the superintendent. Some lessons of tolerance are truly needed, and some education for higher service in such school boards who followed these customs. On this basis, 114 of the 1,200 schools of Iowa have experienced this action.

Do Personal Obligations of Board Members Keep Teachers in School? Over 20 per cent of the schools in Iowa, judging from this report, are allowing school boards to keep poor teachers because of some personal obligations. Have the people of these communities reasons for complaints, or is this a fair representation of school interest? In a large measure, people secure thru any government about what they demand. People are not often given more in schools or in public service than they are willing to support or demand, but there are some losses here that are too great for a long-suffer-

JUST BEYOND THE STILE.

Frances Wright Turner.

1.

I sit beside my hearth-fire,
And listen to the rain,
Till it kind'er fills my eyes with mist,
That's almost like a pain.
I seem to see myself again,
The lad that used to be,
With torn straw hat, and trousers
That were patched upon the knee;
And bare brown feet all scratches,
That ran each dusty mile,
To reach the little schoolhouse
That was just beyond the stile.

2.

The weather beaten schoolhouse
That we loved in days of yore;
The row of shining dinner pails
Lined up beside the door;
The floor, so rough and knotty,
The blackboard, worn and old;
The great stove in the center,
Where we gathered when 'twas cold;
Oh happy, barefoot, boyhood days,
That bring a tear or smile,
For the little wooden schoolhouse
That was just beyond the stile.

3.

I wonder if you're lonely too,
Standing alone and still,
Or do your walls still echo
With memories that thrill?
With sounds of childish laughter,
And the sound of running feet,
Or the stern voice of the master,
That would now sound strangely sweet?
I've passed the four-score mile-stone,
And the brightest, golden mile,
Led past the little schoolhouse
Back there, beyond the stile.

ing public to permit. It is not the loss in money, but it is the unforgivable loss that comes in opportunities to the young people who must work under poor or inefficient teachers. In such a community it is necessary for patrons, directors and superintendents to understand that an opportunity is one thing for the young people, but of much greater consequence is the ability to understand, appreciate and use the opportunity when it is presented to these children.

Supervisory Relations.

Who Recommends Teachers for Election? Twenty-four per cent of the replies indicate that teachers are elected without the recommendations of school superintendents. If good teachers are selected, the method of recommendation is very immaterial, but unless school boards are experienced at rating and judging teachers, those questions should be left with superintendents. If a superintendent is a skilled expert, he should be worth his salary to the community in his ability to select the right teachers for that school system.

Do Board Members Interfere With Supervision? There is a sad situation in the fact that eighteen per cent of the replies in this questionnaire state that the policies of the school board interfere with the supervision of the school. Any business house could not long survive if there was a tendency to bring about an interference in business amounting to eighteen per cent. Why school directors will do this, or why a community will permit it, can be answered in only one way, and that is, ignorance of the consequence or lack of right understanding of the relation of school boards to supervision.

Do School Directors Try to Supervise School? In nearly 20 per cent of our schools, evidently school board members or superintendents do not understand the true function of supervision. School board members try to deal with individual cases of supervision rightly belonging to the superintendent in about 20 per cent of the schools. It is difficult to understand why a director or a board of education should feel that their skill in dealing with individual cases is superior to that of teachers and superintendents. Only in cases of appeal should school board members feel a direct responsibility in this question. School boards are to see that supervision is done, not to do it, just as bank directors are to see that the financial policies of the bank are carried out. No one would long hold the highest integrity in a banking house where individual directors made the loans, and simply required the cashier to be responsible for the gain or loss.

In no railroad corporation does an individual director attempt to issue train orders. The director attempts to see that the system is kept working. Does any one know of a hospital board that performs any operations in the hospital or even directs the surgeon or nurses as to the supplies or methods of treatment? School problems require no less skill or expert management than do any of these organizations. In fact, the living, complex problems of school administration are far more intricate and extremely delicate to handle, than many business houses.

There may be time when a superintendent's judgment may have been at fault, and a level-headed, unselfish group of board members may be of great service to a superintendent, but only when a superintendent has evidently failed to untangle the situation, should directors attempt to deal with individual cases of discipline. Directors should give no consideration to the childish gossip of pupils about their school relations. If children have reason for complaint or if they have misunderstood teachers, there is a way of taking that first to the principal, and then, if necessary, to the superintendent. Possibly no more pernicious or mischief-working practice can be found in a school system, than to have directors, patrons and representative citizens gossiping over the childish reports and rebellious action of children in schools. Harm comes from this that cannot easily be remedied.

The Home Teacher Problem.

Are Old and Inefficient Teachers Considered? Sixteen per cent of the schools in Iowa are employing old and inefficient teachers out of sympathy. Iowa has no provisions for the faithful servants of the state who have passed the period of efficient schoolroom work. The children of Iowa should be considered above obligations to these servants. When Iowa is meeting the highest responsibility to both teachers and pupils, some humane provision will be provided for teachers who are unable to meet the standards of progress in education.

Are Home Teachers Favored on Account of Personal or Political Relations? The home teacher problem is one that is always before us.

(Continued on Page 115)

MY DEAR LESTER

A. Boyd

December 2, 1919.

My Dear Lester:

The other day I met a Mr. Gage, horse buyer, ex-railroad man, and real estate dealer at a Thanksgiving dinner given by a friend. The host introduced him as being from your town and I was, of course, more than anxious to hear from a patron how you were getting along. It did not come handy for us to carry on a private conversation till after the meal and as the day was pleasant we strolled outside to see his Buick and imagine my surprise when he told me that he is, and has been, on the board for years.

He told me about himself, his early experience as a jockey in New Orleans, Louisville and elsewhere, then of his railroad and real estate experience, how he had made his thousands, how he had secured a patent on a rocking chair and about his boys, Leo and Jim, in the high school, and a boy and a girl in the grades. His strong cigar, his innocent profanity, his unceasing flow of language not at all tiresome, and his views of life, especially about the schools, were so interesting I listened the greater part of the afternoon. Let me suggest that you warm right up to him. His judgment on educational affairs may be just a little erratic judged from our training, yet it seems to me he has a mighty sane view of life and he will be a valuable asset to you for the betterment of the schools.

He told me of a number of things he had done for the school. When he came on the board several years ago the high school boys had some dirty closets out countryward from the town and the school and he had labored for nearly two years to convince his fellow members they should install indoor closets. He told, too, of the re-introduction of football, how every member except himself was opposed to it and how he had explained this was at least one way to counteract "the influence of women teachers and effeminate males pouring into the heads of kids soft ideas." He also stated that if enough really strong men could be secured he would be opposed to football.

He also explained about those streaks along the west side of your building as if something had been torn away. Perhaps you have made enquiry and know all about it. Gage told me this is where the fire escape was. It was built by the board several years ago to appease popular clamor after a frightful fire somewhere I believe in an eastern state. One of the second-floor windows above the basement was transformed into a doorway to this fire escape and it was a bungling affair, built by a man learning the carpenter trade, a friend of a member or two of the board. This thing, Gage explained, was about as prominent as a harelip on a well dressed woman. In a year or two it became an eyesore, the town joke, and at one school election two or three years after it had been erected, the paramount issue was whether or not this fire escape should remain. But its friends rallied and it remained till about two years ago, when little Billy Barton, son of the widow Barton, one day at noon fell off the thing and broke his leg. This proved the end. One man who had advocated the fire escape so strongly had become extremely unpopular during the war and so one night it disappeared and he says your high school boys now use the lumber in manual training, for making hurdles and for other purposes.

Gage says his town is one of the best in the state for a schoolman. The people expect him to take charge of the schools and run them as a business proposition and the board members wish to be disturbed just as little as possible. It has been hard, he continued, to get a good

man. I tried to learn why and in his opinion most schoolmen are not broad enough. It takes a fairly good sized man to hold down a position like yours even if the school is not large. One man cannot get along with the high school boys; another goes to seed on athletics; another has all kinds of trouble with parents and grade teachers, his principals are constantly in trouble with him; another does not know details—can not decide the little technical questions in science, grammar or mathematics that may be referred to him. Then you had a predecessor who dabbled in real estate and forgot his school work and another who wrote life insurance before and after school and of course brought down the hatred of his local competitors. So it takes a rather well balanced man to keep the various organizations of the school working harmoniously and most of the teachers and patrons satisfied. They have had one man who made good in every particular and the board increased his salary the third year until it was entirely out of proportion with what the rest of the teachers were getting and the size of the town.

Gage has not come to any definite conclusion about you. You are tho, he explained, a rather likable young fellow, anxious to please and to do all you can for the school. He thinks tho you are rather slow picking up details and that you have not the control of the different departments you should have. He cited the instance where the cashier of the Farmers' bank had called him in and told about a certain athletic matter. It seems, at least as I got the story, that near the beginning of the term a high school boy had been elected treasurer of your athletic association and the collection taken up among the business men turned over to him. Recently the lad made a visit to a neighboring town and a \$35 check on the athletic fund had come into the bank. Now this lad has some reputation as a crap shooter and the cashier is afraid since there has been no athletic relations with this town, this is one game in which your treasurer did not win. The cashier thinks you should have closer supervision over these funds—carry the check book yourself. I asked Gage if he had spoken to you about this matter and he said he had not, that he had intended to, but both of you were busy men, and he had not had the chance.

He told me too that several patrons had spoken to him about the collections you were taking up all the time. The first, he said, was old Mrs. Underwood, who is always complaining about something and then Mrs. Harvey spoke to his wife about the same thing, indicating it was rather hard on them when they had five in the school and all in the upper grades where they were supposed to give more. Gage said he did not pay much attention to these collections, thinking all the time they were under your supervision, till he learned one day in a street argument that each room was holding a little drive of its own all the way from selling papers to secure a picture of Foch to acquiring a dictaphone for the fourth graders. He said he and Alec Brownlee, a traveling salesman and by the way, another board member, had decided to talk with you about these matters but each had been out of town so much they had not had the chance.

I learned something about your parent-teacher association, too. Gage told me how he had attended each meeting when he was in town, and also about the time when he made his little talk. He told that organization, judging from his boys, Leo and Jim, the high school was giving entirely too much time to current af-

fairs. There was a time in his opinion when the school did not pay enough attention to present conditions but now we have gone too far in that direction. He says his boys have as many references from the magazines as they do from the classics, histories, and sciences combined. They know all about Haig and Pershing and the Bolsheviki but Jim had never heard of Sheridan or Populism and knew little about Grant or Lee. The school too should not try to be so everlastingly up-to-date with its information. The pupil, he told them, will have much to forget and the ideas he will retain will be badly warped by early prejudices. He also mentioned a paragraph from the State Inspector's report of last year bearing out his opinion, in which the inspector stated the superintendent should investigate just what per cent of time was given to current questions by instructors as in the six classes he visited in the half day he was in the school, three were discussing current events and in two instances the same subject.

Once during our conversation he asked me if I heard from you regularly, and when I said I did occasionally, he asked if you were making any complaints. I told him all your letters had been so full of optimism except the first, I was afraid of the outcome. At first he explained the board was rather close in allowing money for books, laboratories, etc.

He smiled a little and I could see there was something interesting coming. "It's not clear," he began, "just how much Cupid has to do with this case and how much you are wishing to advance yourself professionally, or whether it may not be one of those rare instances where love and business fit in together."

Then he told me the details, how you had been after the first few weeks in town keeping regular company with a Miss Doris White, youngest daughter and only child now at home of W. R. White, well known as the watch dog of the school funds. For several years or ever since White had moved in permanently from his section of bottom land, he had been on the board and he had always been able to take about all the energy out of the superintendent by the beginning of the second semester when it came to asking for money.

Now Gage is not sure whether it is the fact that you are down to White's so regularly or that this unusually liberal age is changing the old man, but so far this year he has not made an objection to a single appropriation. At the last board meeting, before you came, one of the board members, the tombstone man, if I remember Gage correctly, was joking White about this very matter, indicating that White did not wish to embarrass you in any way.

Now you understand I do not know your intentions in this love making business. I do know, tho, it is a weakness you have. I am inclined to think you are not serious. Let me say this in passing you have no business with a woman in this age on the salary you are making even if her old father does own a section or so of good bottom land. It is quite likely such a young woman has expensive tastes and you simply cannot afford to get her clothes, furniture, rugs, pay \$40 house rent and entertain a couple dozen women every two or three weeks on that mediocre salary of yours for three-fourths of the year. It is quite likely White would be just as close with you and Doris as he has been with the schools. On account of your financial future I am surprised he is treating you decently at all.

Again let me say this idea of combining courtship and business is not your invention.

Why even your uncle, as awkward and green as he has always been, tried this plan several years ago and for him it ended disastrously. I am going to explain this to you merely as the thing not to do.

It was my first experience as principal of a village school—a four-teacher affair—three years high school and I the principal—taught it all myself. I had graduated from a high school and had had a year or so in college and then had to do something to replenish my funds.

I took charge of this school. There was much objection to me as it had been the policy of the board to employ men of experience, and it being a small place with little strength financially, they usually got experience minus ability. This time, as one patron put it, they did worse. They got inexperience plus inability at the same time. Anyway I blundered thru the first year some way. At least I got along with the children. I blush frequently when I think now of some of the things I did. But as I was saying the boys that first year had a base ball team that defeated every school in our section, tho we were hardly recognized as a school. Our basket ball team, excepting one game, did the same. I am trying to tell you there was a lot of action expended, whether there was much mental training or not. I was re-elected the next spring and I believe those pupils actually wanted me to stay. I had grown attached to them and so I decided to remain.

Now this town had been formed when the railroad had gone thru long after the school districts had been organized. This town school district therefore was a narrow strip of land by the river along the railroad track and had been taken away from two of the old districts. In fact I could throw a baseball from the school ground to the edge of the district.

I have mentioned that the school was short of money. My little increase in salary and the few things I had the nerve to ask for, had depleted the treasury till each time there was a board meeting the secretary did his figuring aloud to remind the board how short of funds we would be by the close of school. Along in November, Andy Overman, a blacksmith, local beer inspector and member of the board, had an idea. "Why not vote some more land into the district. The town district had never been large enough anyway."

When the matter was presented the other members eyed each other cautiously for an opening. Then T. N. Moore, a dry goods merchant, always able to scent trouble at a good distance, stated: "There will be trouble from the farmers out there and especially from old Sam Hecker. Do you know they are voting a 35 cent tax just at the edge of town and we are voting a dollar and a half?" Not much more was said about it at this meeting but the idea set me afire with ambition. A number of patrons had said pleasant things to me about the school, in fact seemed to be pleased. The county superintendent had said some things I still remember clearly. Now then, if this addition could be made, I saw a chance for the high school to grow, to get an assistant, and even a writeup in the county superintendent's paper.

That idea grew in the town. Andy spent days talking it on the street. Then the farmers got busy and decided to boycott the town if this was voted. The local banker who had been for the movement at first began to crawl. Others, too, who saw the loss of business, hesitated to express themselves. Now I wanted to do what I could, but knew as little what to do as a sub-freshman at a senior banquet.

Now I still blush as I try to write you about my first courting experience. You must remember I did not ripen prematurely, but remained

green—like corn during a wet fall—till late in the season. I was now teaching my second term and had kept company with no one. I do remember clearly one night at a social how a young woman, Miss Fannie Grayson, looked at me that made me think of her on the way home, and how she did it at church again the next Sunday. The first thing I knew I was thinking about her entirely too much and quit going to the church where she sang in the choir because I felt if I did continue I would just have to try to keep company with her, and knowing the popular prejudices in a small town, I felt this might affect the coming election for the addition. Then there was Miss Elsie Hecker, daughter of old Sam, who was opposing this extension. It has never been quite clear to me how I came to the conclusion, for I never reasoned out consciously that it might help the election if I should keep company with Miss Elsie. She was much older than I and rather plain looking. I was not interested in her; only in some way the old man might let up a little in his opposition if I kept going to his house. I spent about as much time in games and arguments with old Sam as I did with Miss Elsie. She lived about a mile from town, too far to walk in, so it was up to me to get a livery rig—it was before the age of cars, my boy—every time I went out there to bring her to church.

Now I was quite methodical. I only went on Sunday night, setting the right example, you know. Her birthday rolled around after a time and I wanted to get her something, so I ordered a ring out of a catalog, as I did not wish the local dealers and of course the pupils and patrons to know about it, and one afternoon after four I walked out, called her out on the porch and gave it to her.

Along towards spring the special election was called and to my utter chagrin the extension proposition was badly defeated. My dreams for a greater school vanished. Little Fannie Grayson, too, had found a steady beau and never again looked at me so intently. On account of wasting so much money for livery rigs I had to borrow money that summer to attend school.

Of course I understand you are much smoother in these affairs even than the average, but I would rest better if I knew that at all times you were playing an absolutely straight game. You know there are so many games played in this age that the man who plays a clear simple one makes a great reputation.

I am glad to hear about that plan you presented to the board for securing more money for the schools. Gage said you presented this in considerable detail at the second meeting you attended. Now this may have been a little early in the term for a new man. It was not, he said, received with the greatest enthusiasm but let me pass it to you gently, Gage is for you and the idea. He is not in a position to come out at this time. He owes much to White politically and then White threw a land deal in his direction one time by which Gage made a couple of thousand. Then he thinks it would be well for you and your plans to rest a while at present.

Now, as I understand it, your scheme is as follows: The financial condition of the school is the real administrative problem for the present. They have voted the maximum tax for teachers for years, have voted a building fund for some time when there was no need for it and have transferred this to the teachers' fund. But even in doing this, there is now, with the ever-increasing cost of living and the increase in high school attendance, a demand to do something else and you have suggested the consolidation of considerable territory round your town. Gage with a pencil roughly sketched the part you

would take in—extending south and east to the river, taking in all the bottom land in this bend perhaps five miles from the farthest point in the bend to the town and about three miles from the corporation line on the north and west. The big argument for taking in that entire bend in the river is the fact that only eleven children are enumerated in this district and three of these are now attending the town school and two are not in school at all.

You have at least one member in sympathy with your expansion idea. You doubtless have one that will oppose it to the bitter end or at least this is Gage's opinion. As I understand it, old White, father of Doris, will be your strongest opponent. You doubtless know he owns about a section of this excellent bottom land down there in the bend and the taxes would be something to consider if it were voted into the town district. Gage had a good laugh as he spoke about White. "You have heard about retributive justice"—only he had trouble pronouncing this word—"well, that seems to be coming to White."

For ten years, I learned, White educated his four children in the high school. He voted to keep taxes down in the country district, came to town, bought a lot, built a neat little bungalow and sent his wife and children to town to live in winter while he stayed on the farm and this way they secured a high school education yet he neither paid tuition nor high taxes. Now others have done the same, but it rankles in the heart of a number in town when they think about this matter. Gage says if you handle things well there is a possibility this territory can be voted in. He tells me most of the voters in this bend are renters and none like old White very well. Now nothing would please Gage better than to make the old man, after his last child is thru high school, pay heavy taxes for the town school the rest of his life. There is a possibility tho you will split your board in two.

Now from my bird's-eye view of the situation, you have an excellent plan, one that may mean the salvation of your school and community, one that will make you a reputation if you can put it across. But I imagine that matter is not so simple as it may appear to you at the first glance. Most men like White are not so altruistic as you think they are. Paying taxes on first-class bottom land five miles from town to support a modern high school is a proposition few men, even renters, grow enthusiastic about. I would just suggest that you keep discussing and considering this whole thing. Shoulder most of the action, if you can, on Gage and others like him. Make friends with every man in this territory you expect to vote in and especially in this bend where you will have the greatest opposition. Learn who is related, the old feuds, the old and new political lineups—the complete history of the community as it is handed down traditionally and then use your psychology and best judgment. Do not forget Gage. I am more interested in the success of this expansion idea than I am that you win the hand of Doris.

Your Uncle,
BEN TIVIS.

As a rule, a busy man makes a good school board member because he has no time to become a busybody.

Good teachers are as effective by listening as by talking.

Prosperity fills factories and empties upper grade classrooms.

School board members will accept compliments, endure criticism, tolerate gossip, but flee from ridicule.

S. G. Harwood, Duluth, Minn.

1. Emergency, or First Importance.
2. Much needed, or Second Importance.

School	Emergency	Much Needed	Desirable	Total
Adams	\$ 560.88	\$2,153.39	\$ 611.20	\$ 3,325.47
Bryant	2,268.12	940.14	217.40	3,425.66
Central High	1,151.69	9,117.59	954.88	11,224.16
Cobb	9.75	153.93	65.60	229.28
Denfeld	193.75	3,827.12	4,950.00	8,970.87
Ely	252.69	2,815.97		3,068.66
Emerson	257.55	319.73	1,558.45	2,135.73
Endion	105.44	2,320.71	51.60	2,477.75
Ensign	202.61	151.25	822.40	1,176.26
Fairmount	61.20	891.82	794.96	1,747.98
Fond du Lac	142.92	717.53		860.45
Franklin	59.30	3,093.48	1,470.40	4,623.18
Grant	201.10	209.51	255.54	666.15
Irving	2,250.86	3,223.19	808.90	6,282.95
Jackson	303.79	2,151.42	96.50	2,551.71
Jefferson	637.84	908.07	2,568.95	4,114.86
Kenwood	187.70	170.19		357.89
Lakeside	477.12	3,039.62	392.00	3,908.74
Lester Park	55.40	110.70	324.86	490.96
Liberty	730.05	273.44		1,003.49
Lincoln	111.22	637.72	960.58	1,709.52
Longfellow	206.45	2,830.86	3,602.06	6,639.37
Lowell	1,536.57	3,518.37	46.45	5,101.39
Madison	90.47	1,794.42	133.40	2,018.22
Merritt	593.07	2,205.13	46.85	2,845.05
Monroe	331.67	549.73	83.42	964.82
Morgan Park	171.21	1,249.31	146.90	1,567.42
Munger	51.60	1,685.64	173.74	1,910.98
Nettleton	187.91	1,633.10	68.22	1,889.23
Oneota	133.40	691.42	210.31	1,035.13
Salter	325.69	215.42	671.55	1,212.66
Stowe	688.80	565.50	1,215.20	2,469.50
Washington	458.55	7,123.22	167.87	7,749.64
Webster	56.63	1,093.00	555.22	1,704.85
Washburn	88.08	1,029.42	15.00	1,132.50
Total	\$15,141.08	\$ 63,411.06	\$24,040.41	\$102,592.55

[illegible]

FIG. 2. EMERGENCY REPAIR SCHEDULE BLANK. Similar blanks are used for "Much Needed" and "Desirable" Repairs.

3. Desirable, or Third Importance.

Thus in a building there might be twenty repair jobs divided as follows:

Five Emergency.

Ten Much Needed.

Five Desirable.

Each job would be on a separate "Job Estimate Sheet."

The five emergency sheets would be placed on the table and each one would be given a number in the order of its importance, and we would then have E1, E2, E3, E4, E5. The same was also done with the "Much Needed" and "Desir-

able" groups. The jobs were then entered on summary sheets as shown Figs. 2, 3 and 4.

When these sheets were totaled the school under consideration was finished. The same **thoro** method was followed with each school, and the totals were tabulated as shown in the accompanying table.

The board authorized a total expenditure of \$45,000, which enabled us to do all of the "Emergency" and \$29,858.92 of the "Much Needed" work.

As indicated on our summary sheets we kept account of the number of days required for each kind of worker. We also determined the actual number of working days available so that by dividing the number of days required of carpenter labor by the number of days during the vacation period we could tell how many carpenters to put on our crews. This was determined for each class of worker.

We made a list of our engineers and janitors who were not needed for summer-school or other work and classified them according to the repair work for which each was best fitted, selecting the best men for foremen. It was necessary also to make a schedule of vacations so that no crew would have too large a proportion of absences at a time.

Having done all this we were ready to organize our crews and prepare a schedule of work for each crew. This schedule had to be so arranged that each crew could do its work without interfering with other crews. In many cases it was necessary to see that the crews followed each other in the proper sequence, as for example: First, carpenters; second, plasterers; third, painters; fourth, cleaners. It was also necessary to time the work so that the summer schools would not be disturbed.

When vacation time came we were all ready and went "over the top" at the time appointed. There were many difficulties in the way of maintaining our schedules.

The weather interfered with our outside crews; men took sick; others were obliged to lay

BOARD OF EDUCATION, THE CITY OF NEW YORK.

Your communication of recent date addressed to Dr. Maxwell, Superintendent Emeritus, referring to the causes why more men of ability do not choose the teaching profession, has been referred to me.

In reply I beg to say that at present the chief reason for men not entering the teaching profession, is the lack of remunerative opportunities offered in competition with the outside industrial field. Another cause may be due to the Equal Pay Law which is in operation in New York City. When this law went into effect in 1910, the salaries of women teachers in the elementary schools were raised, and the minimum and maximum salaries of men teachers were reduced to the level of the women teachers' salaries.

On January 1, 1920, new salary schedules go into effect, but unfortunately such salary schedules provide little or no increase for the men teachers in the elementary schools. * * *

EUGENE A. NIFENECKER,
Assistant Director of Reference
Research and Statistics.

STATE OF VERMONT—MONTPELIER.

Replying to your favor of November the 18th, except for the special lines represented in agricultural and industrial education almost no young men are entering or preparing to enter the teaching profession in this state. It is my belief that this condition is due to several features, all of which are interrelated. Other professions and trades offer better financial opportunities. In these professions and occupations young men are freed from many of the petty disagreeable and annoying experiences that invariably come with public service and which have come to be very prominent in the teaching profession.

It is also true that at this particular time any young man who enters an industry is led to believe that he is rendering a real patriotic service, whereas if he begins teaching he must in many cases listen to the spirited attacks of tax payers and others who have no interest in education other than that involved in curtailing expenses. Even the best people in the community are likely to assume that our young people understand that they are rendering a patriotic service when they teach and they do not grant the encouragement that would help to obtain promising young men. In many cases a young man must have supreme courage to withstand the temptations put before him by his college instructors to enter fields other than education.

Until the past few months our schools throughout the country have been under a perfect fire of criticism. Early in 1918 the New York Times reported that the educational chairman of the National Security League and the President of the New York City Board of Education stated in a large public meeting held in New York that the public school system in this country had been an unqualified failure. Naturally young people hesitate to connect themselves with an institution of this character.

M. B. HILLEGAS,
Commissioner of Education.

BROWN UNIVERSITY, PROVIDENCE, RHODE ISLAND.

I am in receipt of your letter of recent date in which you ask my opinion as to the chief causes why men do not take up the "teaching profession." I perhaps can best answer this question by stating a paradox, namely, that there is no "teaching profession" for men, at least, as far as work of high grade is concerned. If there were a profession having the same dignity and importance, and giving the same re-

wards that medicine and law offer, we would find a substantial number of men entering the "teaching profession," I am sure.

In my experience, the great majority of young men who have gone into teaching have done so merely as a temporary expedient and have not prepared themselves for efficient service in the field of education. If they looked upon teaching as a permanent and dignified calling, their attitude would be entirely different.

To remedy this situation, two things are clearly necessary: (1) Adequate salaries—very much larger than those offered at the present time; (2) The development and extension of schools for the thoro training of teachers for all grades of the service. This, of course, would include not only preparation for teaching but also preparation for administration and supervision as well. The wonderful achievement of Teachers College, shows what might be done if this sort of training could be multiplied several times and established in many centers of the United States.

Of course, if the conditions were better, it would still be necessary to initiate a very definite propaganda, pointing out to young men the advantages and rewards of a teaching career. However, at present one can hardly do this with a clear conscience, since the advantages and rewards are, for the most part, conspicuous by their absence.

STEPHEN S. COLVIN.

THE NEW YORK PEACE SOCIETY FOR INTERNATIONAL JUSTICE AND FRIENDSHIP.

Your letter of Nov. 19, addressed to Dr. S. T. Dutton, has come to me, his colleague in the Peace work and his successor as Secretary of the World Court League and the League of Nations Union.

The subject of your note is a topic often discussed by Dr. Dutton and myself. I know that we are agreed in the opinions that the difficulty is entirely financial. It is not a question of wealth, but of a decent living. When the taxpayers will approve and urge the increase of salaries of men teachers to a figure that will permit the men to look forward to rearing a family frugally but comfortably, then bright and high minded youths will once more fit themselves for that profession, and not till then.

CHARLES H. LEVERMORE.

THE UNIVERSITY OF CHICAGO—THE SCHOOL OF EDUCATION.

We are all persuaded that there has got to be an entirely new financial basis for the payment of teachers, especially if we are to keep men. I think it is the business of school people to study the problems of taxation and show communities how the money necessary for an enlarged school can be found by legitimate and feasible methods of public funds. Such scientific study as this would, I think, interest men of large caliber. I am sure that an important feature of the present situation is that first-class men will not submit themselves to the political control which makes their work trivial. We ought, in my thinking, to make a stand for an opportunity to carry on schools in a thoroly scientific fashion, man fashion. Until the schools can furnish genuine scientific opportunities, I think they are likely to put up with a diminishing number of men.

CHARLES H. JUDD.

LELAND STANFORD JR. UNIVERSITY, DEPARTMENT OF EDUCATION.

1. Low salaries.
2. Inability to use much initiative in the work, due to cramping administrative restrictions. True, of enough places, to serve as a deterrent.

3. Continual interference by unintelligent boards of education in professional and executive functions, which keeps good men from entering with a view to preparing for the higher work.

E. P. CUBBERLEY.

TEACHERS COLLEGE, COLUMBIA UNIVERSITY—NEW YORK

It seems to me that you could make a very interesting investigation of the subject you have under consideration with reference to men entering the teaching profession. The fundamental reason of course, is found that in view of the large competition imposed by women workers that compensation is brought down and men that expect to raise families cannot compete on equal terms.

When you get underway in your study, if there are specific matters in which you think I could be of service, I should be glad to do what I can.

DAVID SNEDDEN.

COLUMBIA UNIVERSITY—NEW YORK.

My opinion as to why men are entering upon teaching in decreasing numbers is no better than any one's else. I think, however, it is due to the small salary and to the limited possibilities for advancement.

If you will examine Dr. Evenden's recent study for the National Education Association, on teachers' salaries, you will find material to correct the fallacious argument that women have dependents just as men do, and therefore should be paid the same salary. Dr. Evenden shows that many women do have dependents, but a far smaller average than men. It seems almost necessary, under existing conditions, for men who enter upon teaching as a profession to take a vow of celibacy. I think it would be easy to show that the size of the families of teachers is smaller than those of other men; this certainly is socially and eugenically bad.

THOMAS H. BRIGGS.

COLUMBIA UNIVERSITY—NEW YORK.

In response to your letter for the Schoolmasters Club relative to the proportion of men entering the teaching profession, I would give my opinion as follows:

1. I believe by far the most important reason is the financial one of inadequate salaries, and the resulting conditions which come from it. A subsidiary reason is that men cannot look forward to enough financial returns in teaching to support families in the way they desire. They also realize that as teachers, they will be unable to keep up their social responsibilities for the double reason of being unable to afford them, and not having the same freedom of access to the different organizations. The second subsidiary reason is that the standards of preparation for teachers are becoming high enough so that when a man is adequately prepared for a responsible place in teaching, he is also prepared to enter many other lines of work which are much more remunerative.

2. Teaching, as such, does not offer a career with the same inducements that other callings offer. Teaching, under present conditions, does not promise returns upon the investment of time and money necessary to prepare for it. There is a growing tendency for men to be forced into the various administrative positions in education in order to secure an adequate return upon their investment. These positions are limited in number, and in a great many cases, are now being successfully filled by women so that even this field is growing smaller unless, as stated in the first reason, the whole schedule of remuneration is changed.

3. The predominance of women, especially in the elementary schools, leads many people to

think that teaching is a woman's job. This causes a great many young men of ability to decide against teaching since they do not feel that it is a work commanding the best of masculine efforts in the same way that some other occupations do.

4. Another reason which, in a way, is a combination of the previous three, is that the low standards of the past have allowed many untrained, incompetent, irresponsible people to enter the work of teaching. The public has rather unjustly made its estimation of all teachers from these conspicuous misfits, so that there is not a general respect for teachers as a group.

E. S. EVENDEN,

Associate in Educational Administration.

COLUMBIA UNIVERSITY—NEW YORK.

I have your inquiry concerning the small number of men entering the teaching profession.

In my judgment, the situation will grow worse until salaries, both initial and final, are made large enough to enable a man to engage in teaching as a life work, with the assurance that he will be able to support his family and to make some provision for old age or disability.

G. D. STRAYER.

HARVARD UNIVERSITY.

In replying to your letter dated November 21, 1919, asking me what in my opinion are the chief causes why more men of ability do not choose the teaching profession as their life work, I beg to say that in my judgment there are two chief reasons for this unfortunate situation.

First, inadequate salaries. This reason I hardly need to discuss in view of the widespread recognition thruout the country of the necessity of immediate increase of salaries. I want to say, however, that all the proposed increases that I have heard of seem to be merely palliatives and not cures. The salaries for competent teachers will have to be double or treble what they are now if we are to secure and retain the kind of teachers we need.

Second, the inability or unwillingness of employers of teachers to select the more competent rather than the less competent teacher. Of course this inability is not universal, but it is common enough to suggest to teachers that the surest way to secure a position or promotion is thru *non-professional influence* rather than thru superior attainments. Many men refuse to place themselves in the position of soliciting non-professional influences to secure a post. The better the men, the more likely will they be to refrain from entering the teaching profession or from remaining in it so long as it must be widely recognized that non-professional influence weighs more than professional equipment in determining the election or promotion of a teacher.

I should like to add, altho you do not ask for this statement, that in my judgment the teaching profession itself has been remiss in failing collectively to educate the public to the point of demanding that good personal qualities, sound education, and adequate technical training shall be the only consideration in the election and promotion of teachers and supervisory officers; and to the point further of recognizing that the only way to secure and to retain competent teachers and supervisory officers is to pay them adequately for their services.

PAUL H. HANUS.

THE UNIVERSITY OF MINNESOTA,
COLLEGE OF EDUCATION—
MINNEAPOLIS.

* * * I am of the opinion that the cause is largely a matter of inadequate financial rewards. I have known a good many men prominent in school affairs in Minnesota who have

dropped out this last year because they could earn more money in other lines of work. I recall the case of a man who for many years has been teaching in one of the Minneapolis high schools, never having received more than \$1,800. Under the new salary schedule about to be introduced, he would be advanced to \$2,000. He had managed to save a little but not much. He was willing to sign a contract to continue teaching indefinitely for \$2,500 a year, but the administration was not in a position to advance him without advancing others correspondingly and the money was not available for the total increase. One year ago he resigned and took up insurance. He hesitated somewhat to do this because many of his friends had insisted that he probably could not earn more in insurance than he was earning in teaching. On the last day of his year as an insurance agent he was in my office, and informed me that he had earned over \$7,500 during the year. I know two other men, both prominent in educational circles, who became cashiers in banks at smaller salaries than they were receiving in teaching. They said, however, that at the end of ten years they would be earning more money and would be in touch with more opportunities to earn money than they could ever expect if they remained in teaching.

The cause, of course, is not wholly economic. We have been insisting upon fairly satisfactory academic and professional standards for those entering teaching. These standards require many more years of preparation than are required for men entering any of the ordinary pursuits of business, and financial returns unfortunately are increasing in direct proportion to the number of years of training required for preparation in teaching. The ultimate earnings in other fields of work must have a very definite bearing upon the selection of people for teaching.

I am inclined to think that there is another factor, more intangible perhaps than those mentioned above, but nevertheless very important. For years teaching has been looked upon as one of the less strenuous occupations. Men chose it, partly because of the social standing which they hoped to enjoy, but also because they thought it would give them leisure for study. The salaries paid enabled them to enjoy the ordinary comforts and pleasures of life. Now they see that they can acquire these comforts, pleasures and that leisure which they desire more easily and more quickly by engaging in work other than teaching.

I do not know how to remedy the situation, but I believe that the following things will furnish some relief.

1. The ultimate rewards of teaching must be vastly increased. It must be possible for the unusual teacher to receive a salary which corresponds favorably with the salary paid the unusual administrator. This would not only make the teaching more attractive, it would induce many, I believe, to take it up as a career.

2. Teaching must be exalted. There never was a time in the history of American education, in my judgment, when we needed so much to magnify and exalt the opportunities in teaching as now. Many of the traditions of the calling are being forgotten in the present social unrest. Nearly every one is thinking entirely in terms of present economic values. Very few are thinking in terms of human worth. Every one is trying to conserve our natural resources; few are emphasizing the necessity of conserving human resources. It is imperative, I believe, that we make this appeal.

3. A definite campaign should be conducted with the public for the purpose of improving

schools and securing higher qualifications and better salaries for teachers. I feel certain from my experiences with many organizations of laymen that this is a particularly auspicious time to inaugurate such a campaign. The good sense and sound judgment of the American people will not permit them in the long run to lose faith in the public schools, but their attention must be called to the precarious situation.

4. A professional organization of teachers, including all the teachers of the community, of the state and of the country should be created for the purpose of making its influence felt in improving public education. The teachers themselves are almost without influence in this matter. As a class, they establish no standards, no qualifications for entrance, and have had no policies with reference to public education. These things have been and still are determined for them almost entirely by lay organizations. Thousands of schools, according to the testimony of superintendents, are being staffed today by teachers who are known to be grossly incompetent. The public must be made to see that the teacher's position is a place of trust and honor, and not a job to be handed out. The schools should never be sold to the lowest bidder. If the teachers of this country, thru a working organization, could insist upon the employment of trained and competent teachers, the public would respond in supplying an adequate amount of training and in paying salaries more commensurate with that training.

5. There should be introduced in higher institutions definite courses for the training of men and women for administrative and supervisory work. As far as I know no adequate course, that is one which compares favorably with the training offered persons in other professions, is in existence in any institution in this country—academic and classroom instructions, but the conditions necessary to make one a skillful practitioner are largely absent.

It may be said, in discussing the above proposition, that they will influence the selection and retention of women quite as much as the selection and retention of men in teaching. There is, of course, a consideration element of truth in such a statement. However, I believe that the influence will be greater on men than on women and that proportionately more men would come in than women.

There perhaps is one other thing which ought to be discussed in this connection and which might operate as a remedy, and that is the establishment of a pension system which will be effective regardless of the position the teacher holds or the system in which he is teaching. In other words, it would need to become national in character. I know that many objections would be raised to such a proposition. Many prefer adequate salaries to the pension as a form of social insurance. Certainly the advisability of establishing such a pension scheme is worth discussing but its establishment will not furnish the immediate or more effective remedy.

LOTUS D. COFFMAN.

Deduction.

1. Men are not entering the teaching profession.
2. Greater reward or opportunities in other professions.
3. Teachers' salaries should be doubled or trebled.
4. Teaching should be exalted as it is as important as administration.
5. Definite campaign to educate public to improve schools thru better salaries.
6. Professional organizations to exert influence on public and its representatives to secure improved conditions.

(Concluded on Page 101)

Adoption and Purchase of Textbooks

Dr. Henry B. Dewey, Boston, Mass.

(Third Article)

The selection of textbooks is the duty of the school authorities. How, when and where are questions that must be answered by each adopting unit for itself. There is no uniformity in practice and no reason why there should be. The schools should take the initiative and assume the responsibility for changing or for continuing old texts. Changing conditions call for books that measure up to the newer point of view of progressive educators. It is the business of the publishers to provide them and, they are keenly alert to note the trend of education and to anticipate the needs of the schools. At every large educational gathering are the representatives of the publishers. They are present to listen to discussions that their houses may be kept fully informed of the suggestions and recommendations of the people they serve. Publishers are eager to learn the demands of educators and quick to respond to these demands. No type of publisher is more sensitive to public opinion than the maker of textbooks. It is the very life of his business. However, the actual selection or adoption of the books is the province of the schools. All that the publisher can reasonably ask is ample opportunity to show his goods, and explain the purpose and method of the author. Such an exchange of views is helpful to both schools and publisher. "Whatever is best for the schools is best for the publisher" is the attitude of the textbook maker of today. Believing their interests are mutual I shall consider some phases of the selection and purchase of textbooks, basing my observation on twenty years' school work and seven years' connection with a publishing house.

Importance of the Textbook.

It is often noted by Europeans examining our school system that we attach much greater importance to the textbook than is common in other countries. This is true. The explanation is due in part to the difference in aim. In Prussia, for example, the duty of the *pedagog* has been that of inculcating just those ideas that fitted the economic and political ideas of the military and junker castes; a liberal education, based on extensive reading and on intensive study, would have wrecked the German system. The Prussian aim of education was narrow. It was simply that of making a servile tool and a skillful artisan. Of course broad-gauged textbooks would not fit in with such a purpose in view. Seditious ideas would inevitably creep in and soon the boat would begin to rock. For the purpose German autocracy had in mind in their scheme of education, the method was ideal: An emasculated textbook and a cuckoo for a teacher. Another extreme is the Chinese, where the printed word reigns without question and where the precepts of Confucius have been accepted without challenge for a thousand years. In China the book is magnified and the instructor is minimized. It is the written word that is authoritative.

The American method is neither the Prussian nor the Chinese. Our system of instruction presupposes a qualified teacher and helpful books in the hands of the pupils. Without the best of both, instruction seldom measures up to the highest standard. It is possible to eliminate the textbook: Socrates did. Garfield said that Mark Hopkins was sufficient, but not many teachers are either a Socrates or a Hopkins. A good textbook simplifies instruction and makes it possible to handle large classes in the elementary and secondary schools. Properly used and not slavishly followed it is a guide and an inspiration to pupils and teachers alike.

Expenditures for Textbooks.

The appropriation for textbooks is such an insignificant part of the total expenses of a school district as to be almost negligible. It scarcely deserved to be included in the annual budget as a separate item. A few years ago Dr. P. P. Claxton made a searching investigation and stated that the per capita expense was considerably less than a dollar a year. Even with the higher price of books today and the still higher price that will come later in the year, it is probable that the average expense will still be about a dollar a year. In any school the textbook is second only to the teacher in importance. In actual cost it ranks below almost any other single item in the budget. People that complain of the cost of children's books are usually politicians in the schools or out of the schools.

There are many questions that ought to be asked about a textbook. Price is a very unimportant question. The difference in cost between relatively high priced books and the relatively low-priced is very little. It will not amount to more than 25 cents a year per pupil for the six elementary grades nor to more than 50 cents for the junior high school grades. The difference in cost between the best and the poorest will be under one-half of one per cent of the total school expenses. Except in the employment of a cheap teacher there is no other way that a school board can be so "penny wise and pound foolish" as in the purchase of books solely on a price competition basis. The children are entitled to the best teacher and the best books obtainable. They are compelled to attend school. They should have hygienically constructed buildings, ample playgrounds, adequate equipment, trained teachers and the very best books. By all odds the least expensive of all these is the books and price should not be a determining factor in this selection.

Who Should Select Textbooks?

There is no uniformity in practice. There are almost as many different methods as there are separate adopting units. "Infinite variety" sums up the situation. In a general way, I believe that an adoption should represent the consensus of opinion of three groups in the school system, to-wit: The teachers; the principals and supervisors; and the superintendent. Probably, also, the board of education. It depends on the board. Are the board members progressive, working in close co-operation with the superintendent and free from political domination? Year by year the personnel varies but it is not wide of the mark to say that, on the whole, the boards of education are the most intelligent and public-spirited administrative body in any community.

The teachers should be a factor in any adoption. The recommendation of trained teachers that are closely in touch with present-day educational movements should be sought. It is they that use the books in classroom work. They know children and their capacities intimately. When their opinion is sought and given consideration, they scrutinize books closely and fairly. Their experience enables them to determine with a fair degree of accuracy whether a book will fit a particular grade, whether it is in itself worth while and whether it will appeal to children.

The principals and supervisors should also be an important factor in deciding on the merits of a textbook. They must unify the system. They must correlate the work in one subject with that in other subjects.

Of course the superintendent is a factor. It is he that must be able to explain to the board, and to parents if necessary, wherein the old book was inferior and wherein the new book is superior to the old book and to competing new books. He is usually in close touch with the progressive movements of the day and is not liable to be swept off his feet by a passing fad. He knows the system as a whole. It is his directing energy and enthusiasm that keeps the morale of the corps at a high level. Not to be a factor in an adoption is an abdication of power and the loss of opportunity. No superintendent should eliminate himself or consent to his elimination in the choice of teachers and textbooks.

May I describe briefly the system of selection that substantially prevails in one city? The assistant superintendents with the co-operation of supervisors and principals determine the subject in which changes or supplementary textbooks are desirable. They then make a somewhat careful examination of books available. Certain books are eliminated because in content or mechanical feature they do not meet the needs of the system. Additional copies of the possible texts are then purchased and distributed to discriminating teachers in the corps, who report individually to the assistant superintendents. From these reports and from their individual examination they make a choice which is referred to the superintendent. The superintendent makes a personal examination of the book and if satisfactory recommends it for purchase or adoption to the board of education. This method minimizes the possibility of mistakes. It comes as near being a real book adoption as any method in my experience or observation.



In Commemoration of the Boy Scouts (See Page 111).
Dr. C. Tait McKenzie, Sculptor.

When and For How Long Should Books Be Adopted?

The New England answer to this question is that a book should be used until a better one is obtainable. In other words a book may be changed at any time when the pupils will benefit by a change. In most sections of the country, however, there are legal restrictions designed to prevent the possibility of frequent changes of books. It would seem that a book carefully selected should be satisfactory for the usual period of four or five years. It should then be subject to reconsideration and if satisfactory continued without readoption. If not satisfactory, it should of course be changed.

Frequent selection of a few books is undoubtedly preferable to a wholesale adoption of an entire list such as occurs in some cities, counties, and states. It is better for everybody concerned. It is better for the officials responsible for the selection because it enables them to examine minutely the few books under consideration. It is better for the teachers because they have time to study and master these few new books. It is better for the financial status of the school because it requires no extraordinary outlay in any one year. It is better for the publishers because it stabilizes production. It is better for the bookmen because it tends to make their salesmanship educational in character rather than commercial.

The law of Montana limits the number of elementary books that may be considered in any one year to three. The new Alabama law provides that the state board of education may adopt for a shorter period than five years and may, under certain conditions, drop any adopted text at the end of any school year. This makes it possible to have periodic adoptions rather than a wholesale grab. The Idaho plan for selection of elementary textbooks is such that a few books are adopted at one time and these may be dropped if unsatisfactory prior to date of expiration of contract period. This plan tends to insure careful selection and permits prompt rectification of any mistake. It ought to be possible to consider a change in any elementary subject at least every five years. There are fewer time limitations in the selection of textbooks for the high schools, particularly the senior high schools.

Features of a Successful Textbook.

There are two chief lines of examination of a textbook. One relates to its content; the other, to its mechanical features. Neither should be neglected.

In examining a school book a teacher should ask such questions as the following: Who is the author? What has been his training and school experience? How recently has he taught the subject in the grades for which the book is intended? When was it last revised? Is the book well organized by its division into chapters and by its arrangement of topics? Is it progressively difficult in its subject matter? Are the really important facts stressed? Do the illustrations fit the text? Is the language of the book within the vocabulary of the child by whom it is to be used? Is the story or the problem within the comprehension and experience of the pupil of the grade? Are there pupils' helps such as introductions, explanatory footnotes, thought-provoking questions, etc.? Is the material interesting to the child? Is the work motivated? Is it adapted to varying abilities? What provision is made for review? Is it systematic and cumulative or desultory and accidental? Is there a complete and usable index? Is there an appendix and, if so, what does it contain? Is there any evident conscious effort on the part of the author to train the pupil in right habits of study? Are there any teachers' helps either in the book or in an accompanying manual? If

so, are the directions and suggestions helpful? Is the author merely a dry-as-dust writer or compiler without imagination, persuasiveness, vision or humor? Is equal provision made for interests of both boys and girls? These and similar questions must be answered by the conscientious teacher in the examination of a textbook.

The mechanical features of a book under consideration should not be overlooked, altho publishers have generally attained and maintain a high standard of excellence. Note the binding. Is the cloth holding the body of the book to the cover canvas or cheesecloth? Is straw board or fiber board used for the sides? Is the outside cloth a cheap cotton, or a high grade cotton or linen? Is the thread used in sewing cotton or linen? Is the binding reinforced? Is the book so bound that it will lie open flat? Is the name of the book on both back and sides? Is the cover attractive?

More important than binding are the questions pertaining to eye strain. While there has been marked improvement during the past decade there are still many books issued that fail to meet the minimum requirements for good textbook making. From a Bulletin of the American Association for the Conservation of Vision, working in co-operation with the Russell Sage Foundation, I quote as follows:

"It would seem that matter expressly intended for interpretation thru the eye should be prepared with some regard for the welfare of that organ. This appears, however, to be seldom the case. Printed matter which is the most frequent object of eye-work, is a persistent offender against vision. Whereas the type should be large, the margins ample, the spacing clear, and the paper of a dull finish so as not to reflect the light, the direct contrary is often the case. Books and magazines are far too frequently printed on shiny paper and the newspapers offend not only by the size of their type, but also in the clarity of their impression."

In this connection it should be noted that the type may be so large, especially in primers, that the child is unable to see words as wholes.

From Dr. Cohn's book on "The Hygiene of the Eye" I quote as follows:

"If a thing is unimportant, let it not be printed at all; if important, let it be printed in type the proper size."

"The shorter the line the more easily it is read, because the eyes have the less to be moved. It seems to me that 100 mm. (4 inches) is the greatest length admissible, and 90 mm. the best for lines of ordinary print."

"The contrast of the dark print with a broad white margin decidedly facilitates reading."

"Strong paper of uniform thickness at least equal to .075 mm., having the least possible admixture of wood matter, satined, free from embossing, carefully dried and of a slightly yellow color."

In this country a committee on the Standardization of School Books made a report to the Fifth Annual Congress of the American School Hygiene Association in 1911. The chairman of this committee was Dr. W. H. Burnham, of Clark University. The following excerpts are taken from this report:

"There is at the present time a fairly good consensus in regard to the norms for the printing of textbooks for children. In general the type should be clear. It should be sufficiently wide, and there should be no hair line serifs and especially the upper part of the letters should be free from fantastic features of any kind. The following represent what may be considered minima:

(a) The paper should be unglazed, free from shine and opaque.

(b) The eye moves by a succession of movements and stops, and a long backward sweep to the beginning of the next line.

Fatigue is markedly increased by the difficulty of the backward movement and of locating the next line if the line is too long.

(c) The margin should be sufficient so that the eye, in the backward movement, does not swing off the paper, and the inner margin should be wide enough so that the inner end of the line is not obscured by the curvature of the paper."

According to this report, the number of lines for each 100 mm. (4 in.) should not exceed twelve in books for the first grade; sixteen in books for the second and third grades; twenty for the fourth, fifth and sixth grades; never, even for adults, more than 25 lines for each 100 mm. (4 inches).

These restrictions apply to such books as are primarily textbooks and not mere reference books. Dr. Cohn suggests that any book which must be used for more than five minutes consecutively should conform to the specifications for a regular textbook.

The Publisher's Participation in an Adoption.

In almost any large adoption the publisher's representative, the bookman as he is familiarly known, is a very real influence and he ought to be. He is usually a man with varied and successful school experience and his interests are primarily educational rather than commercial. He is a specialist in courses of study and textbooks. He is an indefatigable student of current educational topics. He knows books from cover to cover, his own and his competitor's. No teacher can fail to be benefited by the bookman's visit; progressive superintendents approve and encourage such conferences. Creditable adoptions are often due in a very considerable measure to the activities of the bookman. There are of course some book peddlers and book agents whose methods and ideals are not those of the bookman.

The publisher further participates in an adoption by submission of examination copies of books. These are usually furnished without expense to the recipients altho there is an increasing number of superintendents and teachers that prefer to buy them. There is, also, a not inconsiderable number of teachers that return a book submitted for adoption if it is not selected. The examination copy is furnished by the publisher with a view to its selection for class use and in the expectation of an order sufficient to justify its donation. It would seem that under these conditions there ought not to be any hesitancy on the part of any teacher authorized to select a book in asking for an examination copy and no reluctance on the part of the publisher in furnishing it. "Desk" copies for the teacher's classroom use are in these days usually provided by the school just as other equipment is provided.

The publisher's further participation in an adoption consists merely in playing the game in accordance with the local regulations regarding interviews, briefs, bids, etc., concerning which he should be given full information in ample time.

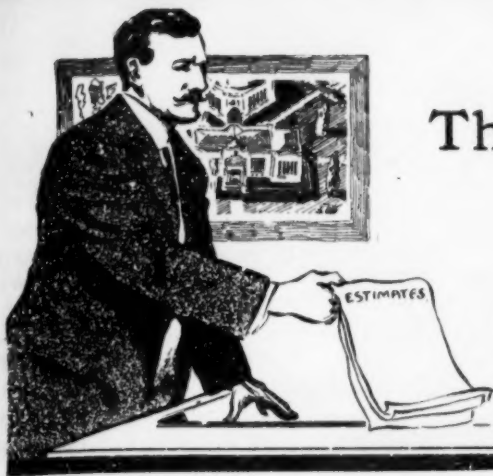
Purchase of Books.

"Shop Early" is a Christmas slogan in the interest of both buyer and seller. It applies equally well in the purchase of school books. Orders for August delivery made in April will be filled in August. Orders for August delivery made in August may be filled in August, but they probably will not be. *Shop Early.*

Summary.

1. The importance of the textbook can scarcely be overestimated. Its influence in shaping the character and career of the pupil is second only to that of the teacher.

(Concluded on Page 117)



The Public School Janitor and the Janitorial Staff

R. M. Milligan, Superintendent of School Buildings, St. Louis, Mo.



Zoologists would classify a public school janitor as "a featherless plantigrade biped mammal of the genus *Homo*", or in other words a human being, a Man.

In the minds of the lay citizens and also a very great many men occupying executive positions controlling the employment of public school janitors, this individual is pictured as a sort of vermiform appendix, a necessary menial evil. Very often the school faculty is laboring under the delusion that he is placed in the school building as a sort of wooden image against which they can exercise a disordered spleen, when he is not acting as a "flunkie" for their personal accommodation.

Whenever the educational staff determine upon floating a propaganda for an increase of wages, invariably a disparaging gerrymandered sarcastic comparison is made between the annual wages paid the janitor and the apprentice teacher. This propaganda has become so prevalent and widespread that not infrequently it is referred to as a "joke" on the vaudeville stage.

Many experts, in a wooden, mechanical way, have laid down certain laws, such as "man-hours", "man-power", but seldom do you hear anything about the *humanitarian* side of the question, or *quality of service*. The more you strive to attain perpetual motion, and worry about "enforced idleness" in the janitorial staff, the farther you are digressing from interested, intelligent and efficient service.

The janitor is just as much an essential factor, acting within his sphere, as the principal or any of his educational staff, and should be so considered. Treat him as a man, a human being. Give him a square deal, even tho he works in overalls. Don't hold a stop watch on him in order to ascertain the exact number of minutes required to sweep a certain square foot area, wash a certain glass window area, or the exact time required to eat his lunch. All these methods tend to destroy his proprietary interest, create indifference, and drive him into organization for collective bargaining in order to protect himself against attacks upon his self respect and honesty. Don't drive him to extremes by using inhuman methods practiced upon draft animals. Dignify his position just a little.

Why not place yourself in his position, at times, and view the perspective from his point of view? By so doing you will become more in sympathy with his position, acquire a better understanding of his service to the children of the schools, and create a closer bond of friendship between the janitor and the teaching staff and his superior. Render him counsel and advice, and above all have "nerve" enough to protect him when he is right and correct him when he is wrong. Another thing, never discharge an old, tried and trustworthy servant, who has spent his life in the service, if you wish to maintain loyalty and efficiency. In any of our large American school systems, a place can always be found where the old janitor can just as well per-

form the duties and just as efficiently as the young man.

I maintain that it is absolutely impossible to apply accountancy methods in laying down micrometer exactness in laws governing janitorial service and compensation in a school building and get service.

Rules governing the just and proper compensation for janitor service in school buildings are in the same category as rules governing French verbs—so many exceptions that the verb is lost in irregularity. The conditions in no two school buildings are identical, and no two men or women are born exactly equal—the doctrines of our organized labor brethren, notwithstanding.

To arrive at the proper compensation of the janitor proves the abilities and personal efficiency of the administrative officer. Honest introspection and just judgment of one's self is a wonderful improving factor in determining the perfect functioning of the administering officers. Each one of us is too often prone to shift responsibility and to censure those over whom we exercise supervision, when the fault lies entirely within ourselves. An efficient administrative officer is always in close touch with his subordinates, is thoroly acquainted with the conditions under which he works, his weak and his strong points; his living conditions, his habits and his character. He shares their sorrows and their joys, and should be able to call them all by name when he meets them. A little bit of kindness goes a great long way in encouraging, keeping up the drooping spirits and maintaining efficiency. No workman can render an excellent piece of work until he is thoroly acquainted with his tools and equipment.

It is safe to say that all of us are honest and well meaning, and very often misunderstood, and just as often we misunderstand others. Good intentions are not sufficient. We sometimes get into the wrong groove and do not fit. A few moments of honest and plain self-analysis sometimes work wonders in boosting up efficiency in the department and in the service.

The administrative officer is an expert in his position (if he fits his position, and if he does not fit the position he should get out and place himself where he does fit. There is nothing so damaging as "the man who does not fit") thoroly familiar with the fitness of his subordinates, the magnitude difficulties and responsibilities in the various school buildings and should have no difficulties in determining just and proper promotions, assignments and compensations for the janitor. His recommendations will be approved, if he has demonstrated his own efficiency to and enjoys the confidence of his board. If he has not acquired, and cannot acquire that confidence, he is a "man who does not fit," and for the best interest of all concerned he should resign. Monetary compensation is but a small portion of the satisfaction of this life. The great satisfaction lies in being "the man who fits," rendering efficient service.

Service, that is the slogan. The difference between perfect service and poor service, in the schools, whether rendered by the teaching staff,

the administrative staff or the janitorial staff, cannot be calculated in dollars and cents, nor should it be even attempted. Upon the janitor is placed the sanitary and physical care of the school properties, the safety, health and comfort of the school children, and their instructors. Why should we hesitate and quibble about the length of time employed in performing any one detail of his work? Much better to allow the exercise of a little of the intelligence God gave man and infuse some individuality in maintaining the service to a standard and not to a price.

The board of education of the City of St. Louis, twenty years ago placed the janitor service under civil service, under which excellent results have been obtained. The examining board, consisting of three members, of which the commissioner of school buildings, by virtue of his office, becomes the chairman, two members, one of which must be an assistant superintendent of instruction, and the other a principal of a school, examines all applicants as to physical fitness (with the assistance of the school hygiene department) academic knowledge, personality and personal fitness. All applicants are graded by the examining board and placed on a qualified list in the order of the grades made, 75 per cent being required to pass. The commissioner of school buildings is required to make his appointments in the order of the grades made and placed on the qualified list, but a probation of six months follows the appointment, during which the commissioner of school buildings may use his discretion in continuing the employment.

After the probation period no janitor can be discharged without cause, after having been tried openly.

St. Louis does not use stationary engineers to operate the heating and ventilating plants in grade schools. These schools have low pressure engines running fifteen pounds steam pressure, operating the ventilating fans, and the "first janitors" are required to operate the entire heating and ventilating system.

The janitor enters upon his career as substitute, second or Class "B" janitor, until assignment regularly to a school building as second janitor. He is then promoted from second janitor, when properly qualified, to substitute first janitor, until he is finally assigned to a school building as "first janitor." Experience has shown us that to make a first janitor competent to take charge of a Class "A" school, requires an average of a little over five years.

In the high schools high pressure power plants are operated by stationary engineers, examined and graded by the janitors' examining board, and appointments made from the qualified list to the position of "second engineers" in exactly the same manner and under the same conditions as the janitors. The position of "first engineer" is filled by promotion from among the second engineers. We maintain a school of instruction for janitors and engineers each Saturday forenoon, using as instructors the chief engineer, superintendent of shops and repairs, superintendent of janitors, plumbing,

electric work, etc. The following subjects are discussed: Chemistry and use of soaps, its effect on varnish, paint and wood; chemistry and physical properties of varnish, paints and pigments of all kinds; chemistry and properties of coal and all other fuels; principles of combustion and proper firing; care of boilers, scaling and electrolysis in boilers; oils and lubricants; chemistry and nature of disinfectants; principles of plumbing and sanitation, principles of ventilating engineering and air conditions, etc.

After each lecture an open and free discussion of the subject is allowed. Each one is allowed to express his opinions, and experiences, freely, and the men are urged and encouraged to do so regardless of how conflicting they may be. Then is the proper time for correcting wrong and false impressions, but in an adroit, diplomatic way without injuring any person's sensibilities.

We have found this method to be the key to field efficiency, and economical and proper handling of school plants. A reduction in maintenance and physical operating costs of approximately 25 per cent has been shown, to say nothing of increased efficiency.

From the janitorial field is found prolific timber for the engineering staff, and janitors are constantly studying and striving to pass in the examinations for the more remunerative position as stationary engineers, and are successful.

This is the safety vent which prevents eruptions, and which engender an ambition and an interest in the janitorial service. In these disturbed and troubled times of labor unrest, the janitor service has exhibited a loyalty and proprietary interest in the public school buildings that is really surprising. No organization for the purpose of collective bargaining has, up to the present time, been able to make an impres-

sion on the St. Louis janitors simply because the principles in the Golden Rule have been applied.

In a system where the janitorial staff has been induced to the keenest peak of interest, there are no periods of "enforced idleness". When the mechanical duties of his position have been completed for the day, the fervency of ambition automatically dictates to the janitor some additional duties adding to the safety and comfort of the school and invariably resulting in added economies that more than compensate.

Association is inherent in the human race. Each of us is benefited by close association with those employed in the same activities, where we can meet on common ground, exchange experiences and ideas, recite our appreciations, and grievances, problems and solutions, ironing out apparently vital creases and seams, and find out after all our troubles are not peculiar to any one individual. Humanity is constantly striving to better living conditions and seek association and amusements, especially so in this, the present reconstruction period after the terribly destructive World War, to maintain democracy and human liberty.

Feeling this inherent call for comradeship and association some three years ago, I organized among my janitorial forces a Public School Janitors' Mutual Aid Association, in the city of St. Louis, having a social feature, an insurance feature and a welfare feature.

I am pleased to relate that this association seemed to fit properly in an open crevice, and made much smoother the lot of not only the janitor, but also the administrative officer and his superintendent. Janitors not only understand perfectly their superior officer, but they better understand each other, and a more acute

sense of their responsibility to duty and service to that great democratic institution, the schools.

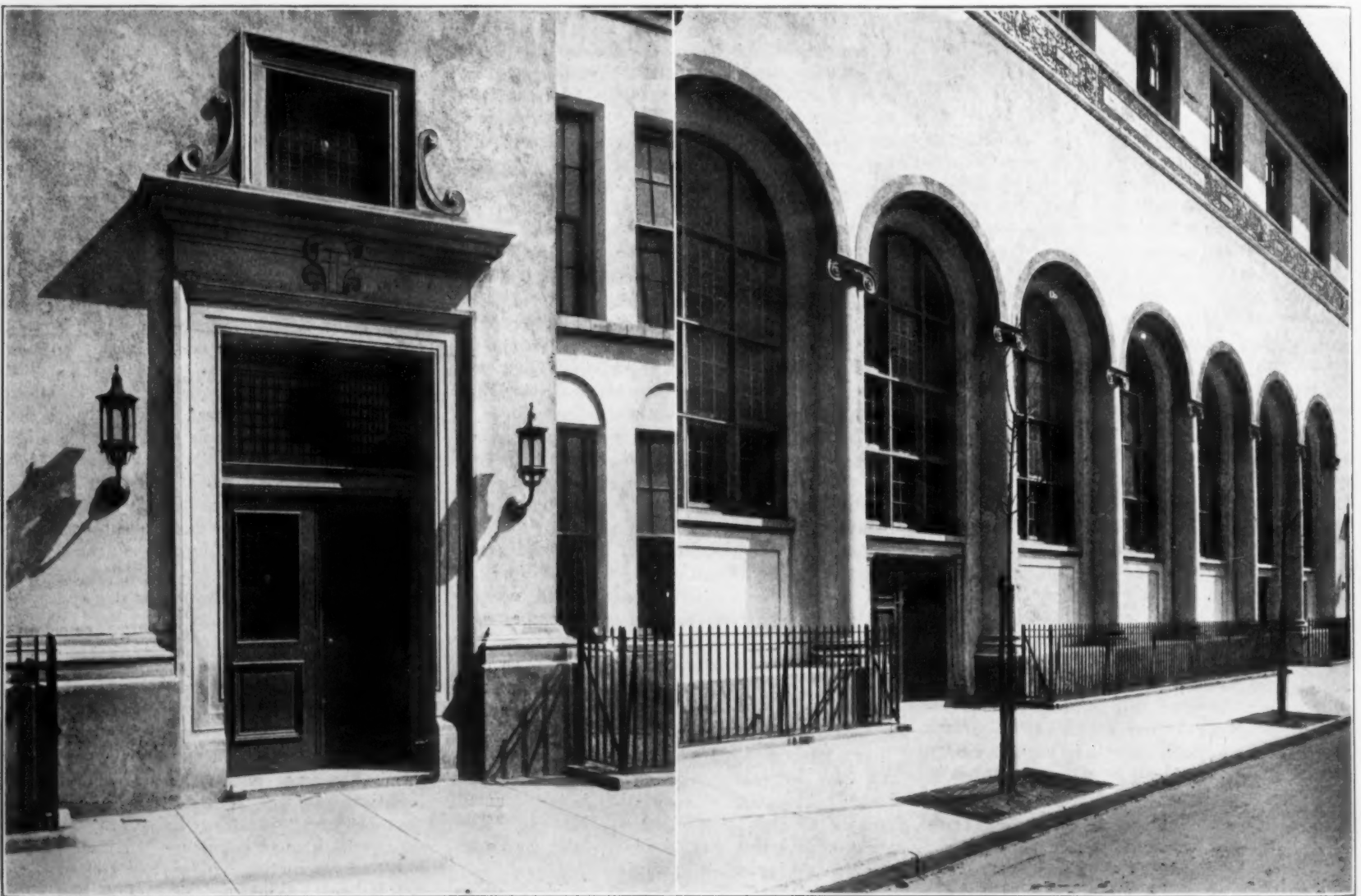
As I see it, the causes of the great spirit of unrest in our nation, our states, our cities and our educational systems, after the great upheaval of international war, is not entirely an economic problem—but largely a moral problem. Selfishness is inherent in us and we are too often prone to be self-centered in our interests.

Make an analytical inventory of your organization, and if you want to acquire a *real* and not a *fanatic* "Utopian" service, be sure that your staff is "fit", and still more important that you yourself are not "the man who does not fit".

THE MOSES BIGELOW SCHOOL.

The problem of doubling the classroom capacity of an antiquated schoolhouse, which has but a few more years to stand, has been solved in an interesting way in the Moses Bigelow School at Newark, N. J. The addition illustrated on this page includes an auditorium, a gymnasium and a classroom wing containing fifteen classrooms. The entire new structure is so related to the old that the classroom wing can be repeated when the original building is torn down.

The exterior is a carefully studied adaptation of the Italian Renaissance and has been worked out in a manner very seldom to be seen in American schools. The materials used are stucco on the plain brick walls, limestone trim around doors, etc., and a wide ornamental band of glazed polychrome terra cotta under the upper windows. The arcade, the large plain wall surfaces, the doorways, and the large overhanging eaves which are supported on gaily painted, ornamental rafter ends—all do their part with the materials, a pleasing expression to the defi-

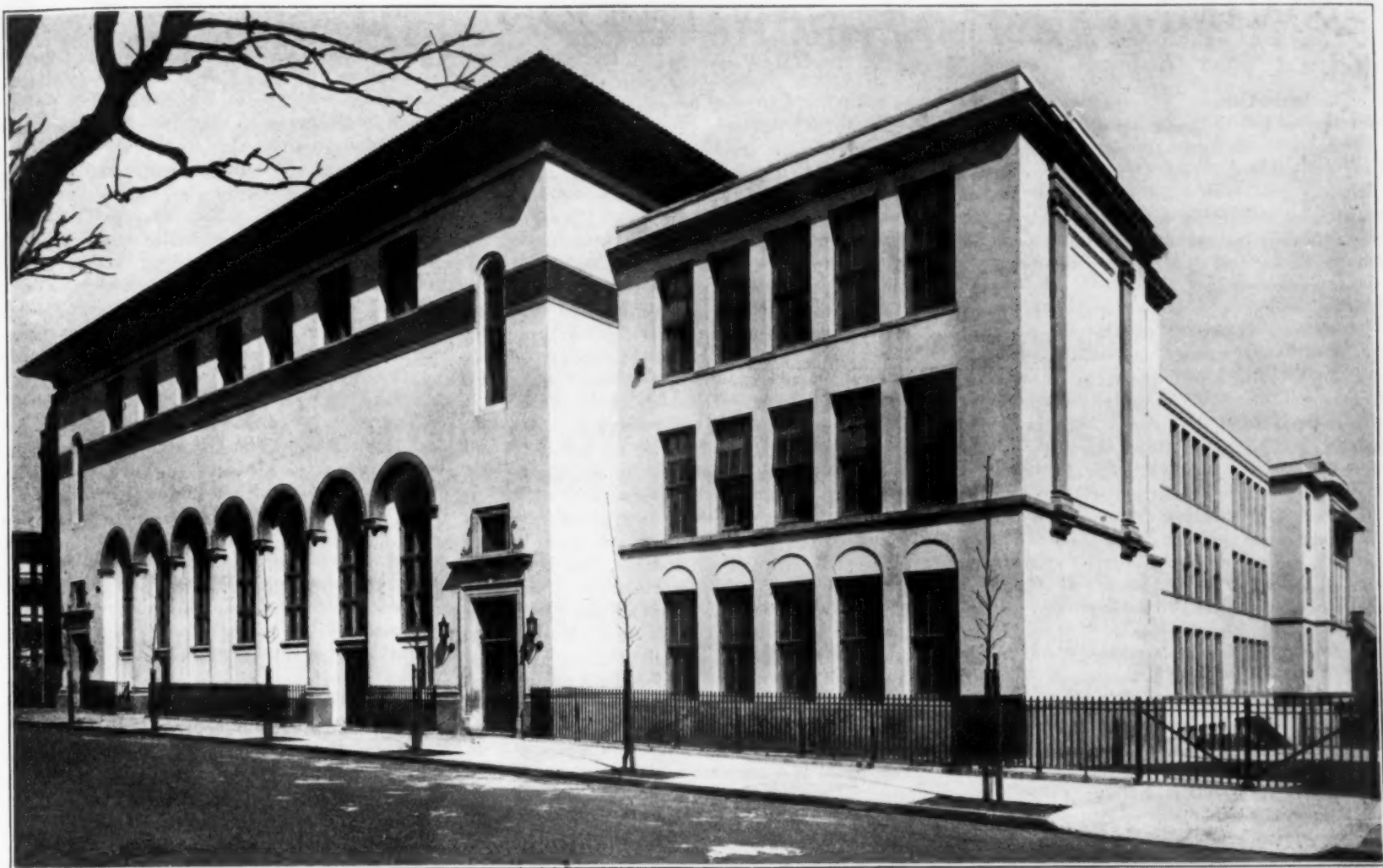


A PUPILS' ENTRANCE.

A DETAIL OF THE ARCADE.

DETAILS OF THE MOSES BIGELOW SCHOOL, NEWARK, N. J.

E. F. Gullbert, Architect.



THE MOSES BIGELOW SCHOOL, NEWARK, N. J.
E. F. Guilbert, Architect.

nite architectural style adopted for the building.

The auditorium which occupies the center of the first floor has been centrally located for equally convenient access from the two wings of the building and from the street. It serves local community purposes as well as strictly school purposes.

The gymnasium is located directly above the auditorium and is identified by the small windows placed high in the wall. The floor of this room has been carefully insulated. After more than a year's use no difficulty or annoyance has been experienced from noise or vibration. Exercises demanding quiet may go on in the auditorium while gymnasium classes, or athletic play, are in full swing directly above.

The building was designed by the late E. F. Guilbert of the firm of Guilbert & Betelle.

SILAS AND MARIA CONSIDER BONDS.

Silas and Maria sat on either side of the large reading lamp before the fire, Silas with the Evening Glim and Maria with her crocheting.

"Well, Silas, did the schoolhouse bonds carry?"

"Yes, by 42 votes. It beats all how hard it is to get folks to vote on bond issues. Look here, Maria, the Glim has printed our last letter from the boy in France!"

"It looks fine in print, don't it, Silas?" said Maria, wiping the mist from her spectacles. "Mary dropped in to see me today, and I think she and Henry will be getting married pretty soon after he comes home. I wish we could build them a house down on the corner of the farm you always said was Henry's," Maria finished wistfully.

"Yes, it would kinder keep the boy near us, wouldn't it? I've been thinking since prices was so good now we could spare \$3,000 or \$4,000 and do that, but if we want to cultivate all this land next year I got to buy that new tractor,

and that takes \$3,500. You can't build houses without money, Maria." And Silas returned to the Glim.

"But the school trustees didn't have any money for the new schoolhouse, Silas," said Maria after an interval of silence. "All they had was the land just the same as we have. Of course, I don't know anything about bonds, but if the school trustees can build a schoolhouse

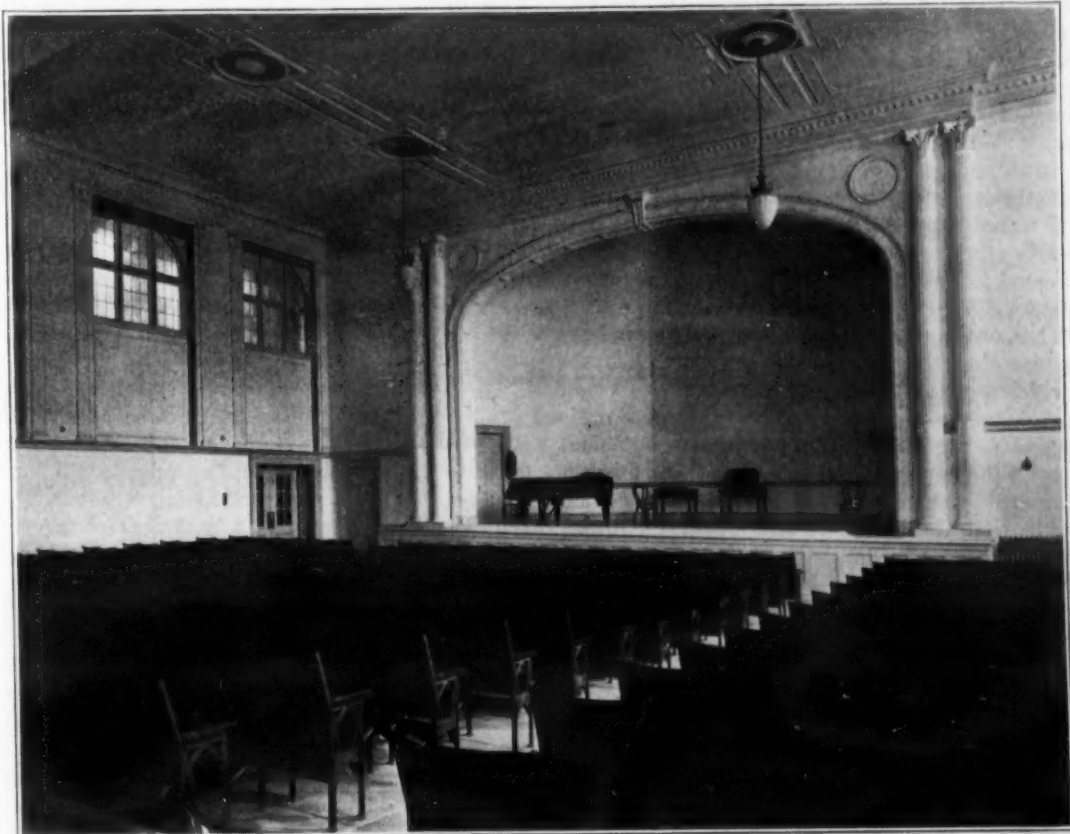
with bonds, why can't we bond a house for Henry?"

"Why, I dunno, Maria, I dunno, I never heard of it."

"And then there was the city hall last year," continued his wife, "and what kind of bonds did they vote for the roads this spring?"

"They were forty year bonds, five years deferred, at six per cent."

(Continued on Page 48)



ASSEMBLY HALL, MOSES BIGELOW SCHOOL.

SWIMMING POOL SANITATION

Arthur M. Buswell, M. A., Ph. D., New York City

The importance of some systematic procedure for the control of the bacterial content of swimming pools will certainly not be questioned by any enlightened person. The numerous cases of eye, ear and nose infections from improperly controlled swimming pools are too well known to require citation here. That among what should be our most progressive communities, the college communities, from 25 to 50 per cent of the swimming pools are without proper sanitary control is a fact hard to believe, yet such appears to be the case from the data accumulated by means of a questionnaire by Howe and recently published.¹ The following extract from Howe's paper may well be quoted in this connection: "Three-quarters of the pools are disinfected and in more than half, the water is filtered. In almost exactly half, both chemical treatment and filtration are used."

"Sixty-seven per cent of the pools are reported to be examined in regard to the sanitary condition of the water. Of these reports, 20 per cent fail to say how often, 16 per cent say 'irregularly,' while the other replies vary from 'daily' to 'once' and 'every two or three years.'"

"It is scarcely possible to classify the replies to the question 'standards set.' A third of those making a sanitary examination are silent on such standards. The rest cover a wide range of requirements, one going so far as to stipulate 'no pathogenic germs.'"

"Three-quarters of the replies state that the bottom of the pool can be clearly seen in all lights. In no case when women are using the pool is an unlimited number allowed in the water at one time. Safety demands regulation of numbers for both men and women, the presence of a trustworthy guard, and good visibility of the bottom of the pool."

The available methods for the control of the bacterial content of swimming pools may be divided into two classes: (a) Intermittent disinfection; (b) Continuous dilution with fresh or treated water.

About all that can be said in favor of the first or intermittent method is that it is a little better than nothing. Experience has shown that it is difficult to bring the attendant who adds the disinfectant to realize the importance of thoroly mixing the chemical thruout the pool. In order to obtain any degree of bacterial efficiency by this method it is usually found necessary to add so large an amount of disinfectant that it imparts an odor to the water and frequently irritates the nose and eyes of bathers. The variable condition of the pool, that is, completely sterile just after disinfection and highly infected just before disinfection, is far from satisfactory from a sanitary standpoint.

The continuous dilution method is carried out by pumping the water from the pool thru the purification apparatus and allowing it to flow back into the pool again. The rate of flow is gauged so that the dilution is always sufficient to keep the bacterial content below a certain set standard. For instance, by circulating at such a rate that the entire volume of the pool was purified every two days, the author was able to keep a large college pool continuously in condition to pass the standards set by the U. S. Department of Agriculture for the sanitary condition of bottled waters, altho it must be stated that the control of the dilution was very carefully followed and the bathing load was light, or, the number of bathers actually using the pool was limited. The standard is quoted here:²

"1. The total number of bacteria developing on standard agar plates, incubated 24 hours at 37 C., shall not exceed 100 per cubic centimeter; provided, that the estimate shall be made from not less than two plates, showing such numbers and distribution of colonies as to indicate that the estimate is reliable and accurate."

"2. Not more than one out of five 10 cc. portions of any sample examined shall show (by the method of the Public Health Service) the presence of organisms of the bacillus coli group."

It may be argued by some that dilution is not a satisfactory means of bacterial control, that a continually sterile pool body is the only satisfactory condition. Sterilization of the swimming pool body, however, is impractical if not impossible since to maintain a swimming pool continuously in a sterile condition would necessitate so high a concentration of the disinfectant that the bathers could not and would not use the pool. The dilution method has long been considered satisfactory by sanitarians. For example, the bacteriological standards for bottled waters referred to above imply that when coli are present in a dilution of not over two per hundred cubic centimeters, pathogenic organisms are not present in sufficient quantities to cause disease. Phelps³ allows for disposal of sewage by dilution in international boundary waters up to four cubic feet per capita before recommending preliminary treatment of the sewage.

It is generally admitted that either frequent refilling (every 24 to 48 hours) or recirculation with filtration are necessary to maintain a safe degree of visibility in swimming pools aside

³Pollution of Boundary Waters, E. B. Phelps. Report to International Joint Commission, 1916.

from sanitary considerations. When the cost of refilling with its attendant heating is balanced against the cost of recirculation plus the interest on the money invested in the plant, the difference with the exception of a few isolated cases, will always be found to favor recirculation method.

The long experience with filtration of water supplies in this country has shown that filtration alone is not a sufficient means of purification, that some means of disinfectant must also be employed. Filtration alone has also been found insufficient to control the bacterial content of swimming pools by Buswell.⁴ For the disinfection of the filtered water before returning it to the pool various chemical disinfectants such as hypochlorite, chlorine, etc., may be employed with a degree of satisfaction if their administration is carried out under strict technical supervision. There are two grave difficulties which arise when using chemical disinfectants, namely, (1) That too much of the disinfectant may be added, causing odor and irritation. (2) That too small an amount may be added, leaving an unsatisfactory sanitary condition. These two difficulties are a natural consequence of the fact that the administration of chemical disinfectants must be done under skilled and reliable supervision.

The "ultra violet ray" method of sterilization has long since passed beyond the experimental stage so that evidence of its bacteriacidal efficiency need not be given here. The simplicity and uniformity of operation make skilled supervision unnecessary. No chemical is added to the water so that a sterilizing "dose" can always be used without causing odors in the water or irritation to the eyes and nose of bathers.

⁴Buswell, American Physical Education Review, June, 1913.

THE MONTANA COUNTY UNIT LAW

Supt. Fred J. Ward, Brockway, Mont.

Montana is about to try out a new County Unit Law.

The following quotations from the law are self explanatory: "In any county of Montana, which shall elect to accept the provisions of this act, all school districts * * * of the third class and minor portions of any school district of the first and second class which are not contiguous to the main body of such districts * * * shall * * * together constitute a single district to be known as the 'Rural School District' of the county * * * Such rural school district shall be a unit for the purposes of taxation * * * the board of county commissioners shall divide * * * the rural school district * * * into five parts * * * each having as near as may be one-fifth of the total area of the rural school district * * *"

In another place the law provides for a board of trustees to administer the affairs of the rural school district: "* * * the county board of commissioners shall * * * appoint one elector from among the residents of each of the subdivisions of the rural school district to constitute a board of trustees for the rural school district of the county. * * * Except as hereinbefore provided * * * trustees shall be elected at the annual school election and shall serve three years * * *"

"Any county of the state may adopt the county unit system * * * on conditions hereinafter prescribed, as follows:

"Whenever, between the first day of January and the first day of May in any year, three hundred electors residing in third class school districts of any county shall petition the board of

county commissioners requesting that the county unit system for rural schools be established in such county, the county commissioners shall call an election * * *

"If a majority of the votes cast at such election is against organization of the rural school district, another election * * * cannot be held until after expiration of two years.

"* * * if a majority of the votes cast at the election is in favor of the county unit, the board of county commissioners shall make and enter an order creating such rural school district * * *"

The following explains the sweeping reform in the manner of levying taxes: "The board of trustees of each sub-district (Note—The sub-districts referred to are the districts as they exist before the adoption of the county unit law.) of the rural school district shall * * * (annually) * * * prepare * * * a budget * * * of expenditures for operation and maintenance * * *"

"The board of trustees of the rural school district * * * shall (annually) prepare a complete budget for the rural school district which shall provide for the furnishing of reasonable educational facilities to every child in the rural school district, including the payment of board or rent, or both, and transportation of children from isolated sections. * * *"

"The board of trustees of the rural school district shall * * * certify * * * (the) amount of money to be raised by taxation for the rural school district * * * and the board of county commissioners shall * * *"

(Concluded on Page 113)

¹"The Health of the College", Howe, Journal American Public Health Association, Vol. 9, 749.

²Memo. No. 2362, Information Office, U. S. Dept. of Agriculture.

The Evening School and Americanization

Joseph Weintrob, Atlantic City, N. J.

Amid all the welter of new world antagonisms—the clamor and contention and argument—the speculation and outcry about and against old world evils, there is a strange quiet and musing on the part of a certain constituency that refuses to be flustered into feverish headiness.

Amidst the tumult and the shouting that agitates entranced groups and sends the temperature of politics and press mounting to blood heat, there is a vast body that calmly holds steadfast to its duty and pursues the constructive tenor of its way. And this is so because these are unwilling to be rushed by passion or prejudice into the froth of dissension.

Mindful of the greater task, this group of public servants clings to the course by which it expects to steer the oncoming generation safely into broader currents of true democracy. The teacher is far more concerned with the deeper problem of moulding potential citizens than with the surface agitation that presently muddies the stream and obscures the clearer vision beneath all this slapping foam.

Not that the teachers are blissfully unaware of the trend of things or of the menace—if such there be. On the contrary, their actual sensing of these conditions is one of the very themes of this story of Americanism.

A long time ago—so long it seems now—before the armistice was signed, a teacher rose in the midst of one of our great educational conventions and startlingly voiced a proposition. Voiced it, and uttered a warning cry that took us entirely by surprise. It was in the days before pulpit and press, orator and oracle, had begun to sound the alarm and preach the terrors of radicalism—or reaction. And so it came to us with something akin to a shock when this educator, striding to his place on the platform whence the chairman had but recently dealt with ordinary educational problems, launched at the audience an impassioned query. So fervent was this, it well-nigh upset the thoughtful concentration which usually characterizes a gathering of that sort.

"What?"—he demanded, almost shouted, "what are we going to do—what action are we going to take to prevent the red flag of anarchy from waving over this fair land of ours?"

And this was nearly two years ago.

I mention the fact now with something that is not exactly pride but rather deep satisfaction. Long before the professional and amateur alarmists bedecked their brows with the laurels of leadership and appointed themselves our moral, political and national prophets or censors, a teacher of boys and girls, a man fresh from the classroom, immersed in that great job of education, "immured" within those so-called walls of the school, had pondered the problem and given voice to his feelings.

I remember the placid stir it caused. Another task merely. It did not surprise. Now we were asked to assume another burden. A little thing like a new burden does not surprise teachers any longer. They are used to that. Everything that comes along is adopted, tried out—and rejected eventually. That depends, tho. We act as a sort of "inoculation squad" for the good of the public, or its children. Sometimes the injection is beneficial, worth while, for a time. Then the new whatever it is—plan, project, subject or theory—remains to be worked into the daily procedure of the conscientious teacher, and the "researchers" go blithely on to discover fresh educational vaccine and therapeutics.

But the teacher standing on that platform

had no remedy, no plan, to propound. His was the task, self-assumed, to open the way for self-examination And because this article has to deal with phases of that burning question so interwoven with Americanization in the school—more particularly in the evening school—I am glad to pay some tribute to that man who first sounded the issue in open meeting.

The matter, it seemed, had agitated his mind for some time. He was genuinely apprehensive of the rapid spread of radicalism in this country. It was the high duty and privilege, he intimated, for us to set about devising plans for checking the onrush of this terrible danger that threatened to swamp this country with ruthless and devastating lawlessness.

There was honest zeal in his desire to know how educators like those present were to meet the problem. How they were to nullify the dangerous doctrines of foreigners in America. How, figuratively speaking, to haul down the flaming banner of anarchism and present a strong enough bulwark to the encroaching wave. Would, he asked, education in general and the teachers in particular be ready to push back the deluge? What action were they to take, for instance, with the foreigners responsible for the impending peril?

I remember that the respectful silence of the audience was impressive. Then, unexpectedly, it was agreeably shattered by a slight commotion in the far end of the large auditorium. Someone—a spectacled, smiling, restive young man of thirty or more—had risen to make reply!

Here I must request the readers' indulgence while I mention a bit of personal reminiscence.

I recognized in the new speaker an old acquaintance. Foreign-born, the son of Russian emigrants, he had worked his way thru college and earned his Ph. D. degree in the university we had both attended in New York some years ago. His work since then had been entirely among the foreign-born population in various cities. It consisted chiefly of social surveys for a private charitable and welfare committee controlling large funds. At the same time mine had been largely among similar classes in and out of public evening schools and other institutions. I felt a touch of kindly sympathy for him standing suddenly alone and aloof in that great assemblage.

In a low, husky voice, his eyelids blinking rapidly behind glasses, he plunged into the impromptu speech now expectantly awaited by the assembly.

"I'm one of the foreigners," he announced. "I've been a radical, a so-called 'intellectual'. I am more fortunate than millions of my kind because I've succeeded in getting an education in one of your American colleges and freeing myself from the miserable conditions under which the rest are still plodding.

"I'll tell you why you have a problem of the foreigners; why you have this agitation and revolt to contend with; America has been a disappointment to them! Yes, sir! a disappointment. They expected wonderful things to happen when they landed in this great country. In far-off Europe they dreamed yearningly of this land of promise. They would be as tho reborn here; free, unoppressed, ready to reap the great things that opportunity offered in this miraculous country. Wonderful were the stories they heard about America. Even now I sometimes am thrilled by the memory of those tales we repeated with wistful, almost fearful, longing in that far-off Russian village.

"And so it is with millions of others. They

are full of wonderful expectations and tremulous hopes in anticipation of the things that await them here. They arrive in America. They are in the glorious land at last. And, my friends, the miracle doesn't happen! They are hurried by relatives or friends into the most sordid, ignoble surroundings. They are thrust into the most despicable economic conditions.

"Go down into the ghettos or other foreign quarters of our large cities and see what I mean. Stay there a month, a year; live the same lives they live, sweat in the sweatshops, struggle pitifully for the barest necessities as they do, twelve, fifteen hours a day, year after year; dwell in the same nauseating, crowded tenements and see no hope of escaping from these conditions, and realize why they are discontented. Then see why America has disappointed them.

"My friends," he continued, his voice a trifle huskier, "that is the history of millions of the fourteen million people born abroad and now living here. Some of them were fairly prosperous—as that goes—in Europe. Some had their own homes, lived in communities where they achieved some standing, precarious as that may have been; others were students of fair ability and a little distinction, especially in small villages. The majority, of course, are the refugees of oppression, persecution and mean economic conditions. But now comes your trouble and their confusion. Whatever some of these fourteen million have given up in foreign lands, they expected unparalleled opportunities and immediate achievement here. I know that is not your fault. I know that America is not to blame because these immigrants had built up impossible, *extravagant* dreams. But I ask you to compare the degrading conditions I have just tried to picture for you, with the hopes and aspirations that animated them when they landed in *golden* America.

"The miracle has not happened—and a great many of them are disappointed, discontented, soured,—resentful, if you will. All wrong, perhaps, but there is your problem; it might be well for your organization here to consider this. I couldn't go into further details now."

He sat down, looking straight before him, his face flushed. The great body of educational leaders and others stirred speculatively. Those in his vicinity glanced in his direction curiously; others smiled encouragingly at him, and quite a few nodded their heads, apparently in approval. Altogether, this unlooked for response to the appeal from the platform aroused a peculiar sort of restlessness. It was as if those present sought to adjust their thinking machinery in order to assimilate this new aspect—or if not new, at least disconcerting phase of the situation. What had that to do with the red flag of anarchy from an educational standpoint? A flutter of discussion spread quickly here and there. The teacher on the platform had resumed his seat, uneasily, I thought—tho perhaps it was only deep concern. The chairman rapped, requesting silence. He made no comment other than that this was a serious matter and merited the thoughtful consideration of all teachers at a more opportune time.

I agreed with him—mentally. This was no place—yet—to take up rampant, rampaging radicalism as manifested in sordid-minded, resentful foreigners and harness it up to the placid, slow-moving, peaceful-minded educational vehicle. It might upset the equilibrium of thoughtful educators. There was no remedy at hand. It needed pondering, it seemed.

The experiences of the war had not yet been summarized. We were approaching the final throes, and the expectancy of the end was filling our minds. Men had not yet taken stock—neither men nor nations, which is the same thing. A little later, and we would begin to realize the lessons to be garnered. Leaders like Strayer and others who had been close to the educational side of the terrible conflict had not spoken. Theirs was the task to examine searchingly the cold statistics of military reports and interpret them aright into warm, human facts of nationalism and democracy. They were still to go abroad thruout the land to preach to educational brethren the high meaning of real Americanism and the deep problems of educational citizenship underlying Americanization. . . . We had not yet been emotionally stirred by the keen message of "equal opportunity" in education nor by other revelations of our educational efficiency.

Thus, from the beginning, when that lone teacher sent out his clarion call, thru the long period up to the present, the school has been sharply prodded into concern for nationalizing the mind—especially the minds of the foreign-born. And thru all this interval, in fact, even long before the war, the schools have year after year gone thru some mechanical form of endeavor to catch or attract the alien, the unlettered, the illiterate—the un-American—and hold him long enough to place the stamp of night school instruction upon him. Whether this was Americanization is not the question. More often it never was the question. Only within the last year or two has this suddenly become the white hot beacon light of the professional enthusiast and the unpaid climbers. For the rest, those who have steadily pitted their brain, energies and affections against the disheartening slow yield of this harvest, the job has never become suddenly hot or lingeringly cold.

Only when the government thru its various bureaus caught up the cry or initiated it in some quarters did Americanization become the rallying point for discussion on the part of civic bodies and other organizations. Then echoes began multiplying with amazing rapidity and hectic reverberation from a thousand expected and unexpected places. And to this day many of them remain in that same ineffective, unsubstantial form. For just what most people mean by Americanization is impossible to analyze. The vagueness of it is paralyzing. And as to the methods to be pursued in order to Americanize somebody, some of the methods of procedure are too ludicrously drab to be detailed here. The notions that grip some people in response to an imagined call or in behalf of a mistaken sense of duty are often pathetic. Such a person recently came to the writer with the information that she was acquainted with a foreign-born woman whom she wished to "Americanize". Would I loan her a book or something with which to do this?

There was another zealot who came to one of our meetings with the avowed intention of doing something for Americanization. According to her own statement she had seen many years of service as a "social worker". Likewise, in the far past—I say it in all respect—she had been a school teacher. Now, in her prime, she came to offer her help—and advice—in the "splendid" work we were doing. (The adjective is hers). She represented a very active women's council; in fact, she had been appointed chairman of their Americanization committee and her visit was part of its program. After the assembly exercises I gave her carte blanche—a public place, this, no introductions were necessary. And yet I felt some misgivings. Under such conditions I always do. The amount of damage an honestly patronizing person can do

is often appalling. Most foreigners are shy when accosted by apparently "superior" people. There is a psychic reason for this which I hope later to make clear. One has to be of them or with them in many ways before this diffidence or restraint can be overcome and a mutual understanding established in its place.

The chairlady mingled with the foreign-born women and oozed affability. They "looked pleasant" to reward her efforts. A little later I overheard her remarks to a youngish gray-haired woman whose face bore the shrewd, keen look of one who thinks and plans without self-love. The desire to Americanize in some way, anyway, found expression. The council's representative could contain herself no longer. "Oh!" she said, "can't I help you with your children. I'll be so glad to come to your home, or you can come to me."

A laugh, spontaneous, broke from the young-old woman. "Mine children!" she exclaimed, and turned to me with an appeal half comic, half sad. . . . And so I explained that her children were a bit beyond any help a well-intentioned Americanizer might offer. One of them practiced medicine in a nearby city, two others were studying law and chemistry in a famous university, and the oldest . . . The oldest had completed his training in Americanization with his last gasp on the fields of France.

A hazy misconception about the brain processes of foreigners confuses many an interest in these people. This is especially true in connection with vague notions of assimilation and Americanism. To begin with, the evening schools were always primarily concerned with teaching them the language and history of this country. This, some thought, might lead to citizenship. But only indirectly. By what process these alien minds were being turned into patriotic and civic directions no one knew. Those chiefly responsible for the education of such people took little or no interest in statistics. If a community provided evening schools and attracted one or two hundred out of a population of three or more thousand foreigners, no one marked the discrepancy. Note now, how this thing worked out. From a total of 7,000,000 male foreigners in this country only 3,000,000 sought naturalization. Four million men untouched!

Four million—not to mention wives and other dependents — un-Americanized, unassimilated, alien. A vast aggregate of grown-ups, adults, unwilling to partake of the feast democracy is supposed to spread for them, thrusting aside the hand that would feed them—biting it, perhaps.

Is this due to disillusion, disappointment in what America finally yields them? That seemed to be the conclusions of the young Russian, Ph. D., when he answered the educator's passionate query.

The writer has from earliest years been intimately associated with the foreign-born in this country. Thru all the varying phases of their development, in economic and educational contact with their growth, the writer has touched their lives whether in stress and poverty, or in aspiration and success. And this being so, I could appreciate the force of the doctor's remarks. Could appreciate, too, the pathos of his appealing theory that explained the foreigners' bitterness when the great miracle proved to be only a specter of economic sordidness.

But I could agree with him only up to a certain point. He spoke the truth for a particular type of men. I speak for the whole collective group of them. He saw in the broken lives of the older ones only the crumbling hopes of their own immediate ideals. He gathered up the residue of shattered dreams falling away from

men who had reached the climax of their years, and exhibited them as the poor remnants of cherished—but vague—hopes. He himself was a living refutation of his tragic picture!

He forgot that the high hopes of his elders were reflected in his own being—as they are in a million others. Forgot that he, like others, was advancing on the dream ladder of his forbears—a dream no longer, a thing of substance and service at last.

What has all this to do with Americanization, with evening schools, with values for education? For one thing, the answer is not to be found in the sad *jeremiad* of the young Russian. That is only an incident of experience in the lives of some dreamers. Disappointment and disillusion may come to the best or worst of us, foreign-born or native, rich or poor, wise or ignorant. Here is no *prima facie* cause for resentment, for non-Americanization. The majority are not affected that way. And here we are dealing with the greater number, the masses.

Thus, for a moment, we considered one side, the point of view of the unreconciled. It may be well to do that. We shall have occasion to consider this again—from another angle. But meanwhile, what about the other side—the American, the governing element, in fact, our side—the educators? What share in the burden of Americanization has this side assumed? What has been the attitude of mind of those supposedly responsible for the Americanization of foreigners in evening schools? Well, chiefly it has been one of benevolent absenteeism. That's rather a peculiar statement. It means, in the first place, a charitable interest in the affairs of outlandish strangers. And, in the first place again, that's a wrong start. It doesn't pay to consider them a strange sort of conglomerate people who ought to have something done for them—or to them. Americans ought to quit fooling themselves. What is to be done or may be done is not primarily for the sake of the foreigner. The national idea goes deeper than that.

(Concluded in April issue)

THE OHIO SUPERINTENDENCY.

The present term of the State Superintendent of Public Instruction of Ohio expired on February 15th. After that date, a new term of four years will begin for a reappointed or newly appointed superintendent.

In seeking persons eligible to lead and direct the state educational interests which now involve an expenditure of about \$68,000,000, the problem of an adequate salary takes an important place. In this connection, Mr. Wm. H. Allen, director of the Institute of Public Service, New York City, points out that the present salary of \$4,000 has become inadequate, due to the shrinkage in the purchasing power of the dollar. For the present salary the governor can expect to find only the type of person who formerly could be interested in positions paying about \$2,000.

Altho the state superintendent is the nominal head of the Ohio school system, his salary is less than, or the same as that of thirteen different county superintendents, \$8,000 less than Cleveland's pre-war salary and \$6,000 less than Cincinnati's pre-war salary. The need for fixing the salary at a higher level is not dependent alone upon recent increases in living costs but upon the necessity and expediency of the move to give greater recognition to the work and a higher regard for the office itself. Unless the salary is changed, the state cannot expect to secure an executive who is both willing to accept the post and who is equal to its responsibilities.

To remedy the situation, it has been recommended that the Joint Legislative Committee on Administrative Reorganization consider recommending to the general assembly that on and after July 1, 1920, the salary of the superintendent of public instruction be fixed at not to exceed \$10,000. The proposed salary is not deemed too high in view of the importance of the office and the responsibility of the chief school official in leading the state, county, city and district work and the expenditure of \$300,000,000 during the next four years.

A Federal Department of Education

Dean W. P. Burris, University of Cincinnati

I am in favor of a Federal Department of Education for the better administration of all educational work which properly belongs to the Federal Government, as such, including the work now conducted by the Bureau of Education, but I am opposed to the administration of such a department by a secretary of education to be appointed by the President as a member of his cabinet.

The principles which have dominated the organization and traditions of the President's Cabinet are so well-known that it is hardly necessary to mention them or to call them in question. The President's Cabinet is his official family, the members of which are selected with political purposes uppermost in his mind. Members of this cabinet retain office only so long as they serve the political purposes of the president, and the exceptions to this are rare and inconsequential. This practice is so thoroughly established that no one disputes either its existence or its propriety. It is right and proper for the President to have as his official family the men whom he personally selects, and their terms of office should be at his pleasure. Why anyone should suppose it would or should be otherwise with a secretary of education appointed by the President as a member of his Cabinet is an unwarranted supposition, and if he is to be deprived of all power, as the advocates of the Smith-Towner Bill now insist is the case in its amended form, of what political use can he be? Ours is a government by parties, and the instances in which cabinet officers use their offices for party ends are so numerous that we dare not subject our educational interests to this hazard of party politics.

For the administration of a Federal Department of Education I favor an independent administrative Federal Board of Education, acting thru executive officers whom they select. I have elsewhere shown how such a board can be constituted according to principles which are now well-known and recognized in the best examples of efficient educational administration. However unsatisfactory such independent administrative boards may be for the administration of other matters, education calls for just such a board. It is a form of administration which is consistent with the nature of educational work and the relations of such work to government. To this, experience in our best city and state systems of education, and in the administration of colleges and universities bear eloquent testimony. And just because education should make government instead of government making education, the relation of education to government should everywhere be one of relative independence. The very nature of education, particularly in democracies, makes it a privileged institution with a large degree of autonomy in administration. For this reason we should once for all recognize the important principle that the administration of education should be as completely separated as possible from the administration of other affairs. It is especially important that we should do this in a country where we have government by parties, and it is no more proper for the President to appoint the chief executive officer for education in the Federal Government, than for governors and mayors to appoint such officers for the smaller units of government. No city would tolerate the practice, and all states where it persists are trying to free themselves from it.

I am opposed to any form of federal control,

direct or indirect, over any kind of educational work undertaken by the states, hence I am in favor of an amendment to the Smith-Hughes law under which the Federal Government now practically dominates the conditions under which agriculture and home economics shall be taught in high schools everywhere.

I am opposed to federal control over any form of education undertaken by the states, not only on account of its unconstitutionality but also on account of its undesirability. Such control, whether direct or indirect, calls for the exercise of power by the Federal Government which has not been committed to that Government by the people of the United States in their Constitution, but has been reserved to the several states. It is equally clear that no such power ought to be committed to the Federal Government, because it would be absolutely inconsistent with one of the two primary purposes of our system of Government, that is to say, preservation of the right of local self-government in the States, at the same time with the maintenance of National power.

The unconstitutionality of Federal control over education in the states has everywhere been conceded, even by the advocates of the Smith-Towner bill. They declare in the most emphatic way that this bill has no such control. They appeal for its passage on this ground. They flood us with propaganda in its behalf. They harvest unnumbered resolutions of endorsement by means of camp meeting oratory. And yet I am not convinced.

Federal control, large federal control, is there in spite of all efforts to disguise it. No national program for education of such magnitude as that contemplated in this bill can be carried out without a large measure of federal control, both direct and indirect, and, as I have pointed out, if it is to be administered by a cabinet officer, this control is inevitably exposed to partisan influences. Now, for example, can the Federal Government equalize educational opportunity within the various states without control? And is it reasonable, indeed, to expect the Federal Government to make large appropriations without exercising control over the expenditures in some form, when such appropriations are conditioned upon the willingness of the states to match the money, "fifty-fifty", as provided in this bill? For in order to say that federal funds have been properly used it is necessary to ascertain whether or not each state has matched the federal appropriation and has used the money according to the intention of the federal law. This in itself gives to the Federal Government indirect authority over state appropriations, and it means that state money must be expended under the conditions of the Federal act. In other words, by relying upon the patronage of the Federal Government whose money is, after all, collected from the people, the states actually submit to the control of the Federal Government in spending their own money. That is exactly what we now have under the Smith-Hughes law governing vocational education.

It must be remembered also, that the passage of the Smith-Towner bill is but the beginning of a national program in education by those now in control of the organization which is chief sponsor for this bill. The second part of this program, as indicated in a set of resolutions passed at the Milwaukee meeting of the N. E. A. last summer, calls for "An act providing for a year of compulsory civic, physical and vocational training under the proposed De-

partment of Education." And yet we are reassured, in the same number of the official bulletin of this organization where this program is announced, that it is unconstitutional for the Federal Government to have control over education.

Let us not deceive ourselves into thinking that federal encouragement of anything does or should or really can exist without federal control in some form whenever appropriations are made upon definitely specified conditions. Let us frankly acknowledge that this is inevitably the case and address ourselves to the task of considering what is the best form in which this control shall be exercised. Cabinet officers do have control and Senator Kenyon, himself a member of the educational committee of the present congress, has recently declared that because of the great powers which cabinet officers have developed in the government, he would endeavor to have a plank inserted in the platform of the Republican party requiring the presidential nominee to make public his proposed cabinet appointments thirty days before the election.

It is true that the Federal Constitution can be amended. The several states can surrender their constitutional birthright for a mess of federal pottage if the people of the states so will. That is the American way. We can then have Federal control over education to whatever extent such constitutional amendment may designate. We can then have an independent administrative Federal Board of Education vested with this control, for this is the American plan for the administration of educational affairs. And since Americanization is one of the purposes of the Smith-Towner bill, let us Americanize the bill itself by the American procedure which I have indicated.

LAWS.

Following months of opposition to the new school code of Delaware by his adherents, Mr. A. I. DuPont has recently endorsed the present code and has joined hands with his cousin, Pierre S. DuPont, in a fight for better educational facilities in the state. At one time the opponents of the code became so active that Mr. P. S. DuPont left his personal business for the time being and toured the state in the interest of educational legislation.

The Kenyon Americanization bill recently passed in the senate with a vote of 36 to 14. The bill appropriates \$6,500,000 for teaching English to Americans and aliens alike, with the purpose of eliminating illiteracy among native-born persons and giving aliens the foundation work of Americanism.

States receiving a share of the money must accept the provisions of the act, appoint a custodian to receive and to expend the money, and make other provisions for complete co-operation with the federal government.

Under the bill, all persons between the ages of 16 and 21, whether citizens or aliens, must study the English language for at least 200 hours a year for a term to be specified by the state educational authorities and approved by the Secretary of the Interior. The states are asked to provide facilities for the voluntary study of English by persons between 21 and 50 years who are unable to read, write or speak the language.

A bill has been introduced in the Massachusetts legislature providing that applicants to teachers' agencies for positions shall deposit a fee of \$2 only. Where positions are obtained for applicants, it is permissible for the agency to receive a commission not exceeding three per cent of the salary of the teacher for the first year of employment.

A collection of the school laws of Ohio is provided for in a bill recently presented to the general assembly by Representative H. T. Robins. The bill provides for the collation and annotation of the school laws as they have been amended by the new laws of the state. The laws have not been published in complete form since 1915.

(Abstract of an address before the Department of Superintendence, N. E. A., at Cleveland, Ohio, February 26, 1920.)



WASHINGTON SCHOOL, GREAT BEND, KANS.
Owen & Payson, Architects, Kansas City, Mo.

A ONE-STORY SCHOOLHOUSE.

The new Washington School at Great Bend, Kans., is of the one-story type and is being erected as a result of the experience of the board of education with a similar one-story building built in 1916. It has been the experience of the Great Bend school authorities that the administration of the school on one floor is more satisfactory, and that in all other respects the building is better suited to the most desirable school conditions.

The building is of the most compact, block type of one-story schoolhouse. It contains ten classrooms surrounding the auditorium and service rooms on three sides, with a corridor between.

The playroom, or auditorium, measures 42 by 63 feet in size and is sufficiently large to seat the entire school enrollment. It is lighted by skylights and clear-storied windows and serves the triple purpose of auditorium, gymnasium and indoor playroom.

The classrooms are of uniform size and equipment. The walls and ceilings are of plaster on metal lath. The floors are of maple and the wood trim is oak.

The building is heated by a steam plenum system, with direct radiation in each classroom to supplement the fan ventilation.

The exterior walls are of tile and brick and have stucco and cut stone trim.

The building was erected during the fall of 1919 and cost a total of \$59,000.

The architects are Messrs. Owen & Payson, Kansas City, Mo.

SILAS AND MARIA DISCUSS BONDS.

(Continued from Page 43)

"If cities and school districts can get money that way, it looks like we oughter, don't it, Silas?"

"It does sorter," said Silas thoughtfully, "I never thought of it, but if it's good business for the city and the school district it oughter to be good business for me, and six per cent is the same as they get on mortgages 'round here."

"You know, Silas, I don't know much about business, and I don't understand what that 'five years deferred' you spoke about means."

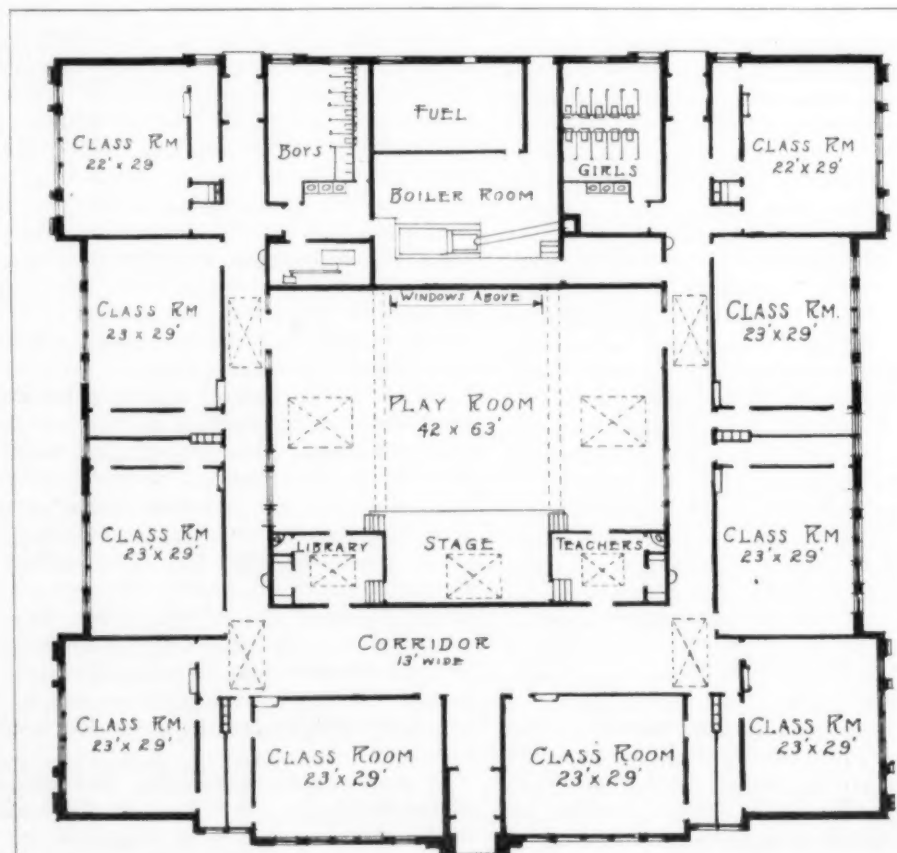
"Oh, that just means that you pay interest for five years before you begin to pay any money back on the money you borrowed—just like paying interest on a mortgage."

"Forty years gives you lots of time to pay it back, don't it, and Henry oughter be able to

pay the interest from the crops. Let's figure it out, Silas, and see how it would be."

Silas reached for his pencil and began to figure on the margin of the Glim.

"Well, we oughter have about \$3,500, hadn't we, at 6 per cent interest?"





SENA HIGH SCHOOL, SANTA FE, N. MEX.
I. H. Rapp, W. M. Rapp and A. C. Henderson, Archts.

"Figure it just like the bonds, Silas, that five years deferred way."

"That would be 6 per cent interest on \$3,500 for five years; that comes to \$1,050. Then the bonds have 35 years more to run and you pay one-thirty-fifth of the money you borrowed every year, let's see, that is \$100 you pay back each year, and the interest, of course. Now, the seventh year you only pay interest on \$3,400, after you pay that \$100 back. That amounts to \$204. Then the next year you pay \$100 on the principal and interest on \$3,300; that is \$198."

Silas' pencil covered all the margin of the Glim until he had figured the interest for the remaining thirty-three years, and then he carefully added the long column.

"Goodness, Maria, that amounts to \$4,802 interest besides the \$3,500 principal you have to pay back. You add it."

Maria adjusted her spectacles and laboriously went over the long column of figures.

"I have added up and then down, Silas, and that is what it is. Why that is more than you borrowed just for interest, and do you pay back \$3,500 besides that?"

"Why, yes, Maria, you have to pay back \$100 each year after the fifth, for thirty-five years."

"That makes \$8,302 in all. I didn't suppose interest ever was more'n you borrowed, did you, Silas?"

"It does seem queer."

"Why do they pay interest so long?"

"I dunno exactly, Maria, of course you have the use of the money all that time."

"Well, I dunno anything about business, Silas, but I should think the house would be pretty near ready to tumble down in forty years," said Maria slowly.

"You have to keep it in repair all the time, or it would be."

"I remember our repairs cost a lot last spring because I couldn't get my silk dress," commented Maria. "What would the repairs be in forty years?"

"Of course, you can't let property run down, Maria," replied Silas hastily. "I dunno as I could figure it for forty years. I never knew, myself, how much these bonds cost before. It does seem funny." Silas gazed thoughtfully into the fire.

"You remember last spring, when the barn burned, Maria, that old skinflint Deacon Brown offered to loan me \$3,500 at 6 per cent for ten years, me paying 10 per cent back on the principal each year?"

"How much is that, Silas, you have to put it on paper for me, you know."

"Well, \$3,500 at 6 per cent is \$210 interest the first year and then you pay \$350 back on what you borrowed. Then the second year you only pay interest on \$3,150 which is \$189 and your \$350 on the principal." Again the pencil worked busily. "It keeps getting less each year. Why, the sixth year you only pay \$105 interest—and the eighth year only \$63 and the last year just \$21 interest; it beats all."

Maria was looking over his shoulder now.

"That is \$560 in full the first year, and after the third year it is less than \$500 all the time. How much interest for all ten years, Silas?"

"One thousand one hundred and fifty-five dollars and the principal paid back adds \$3,500, so it costs \$4,655 all told."

"How much was that bond interest, I can't remember, Silas?"

"It was \$4,802, that made \$8,302 in all."

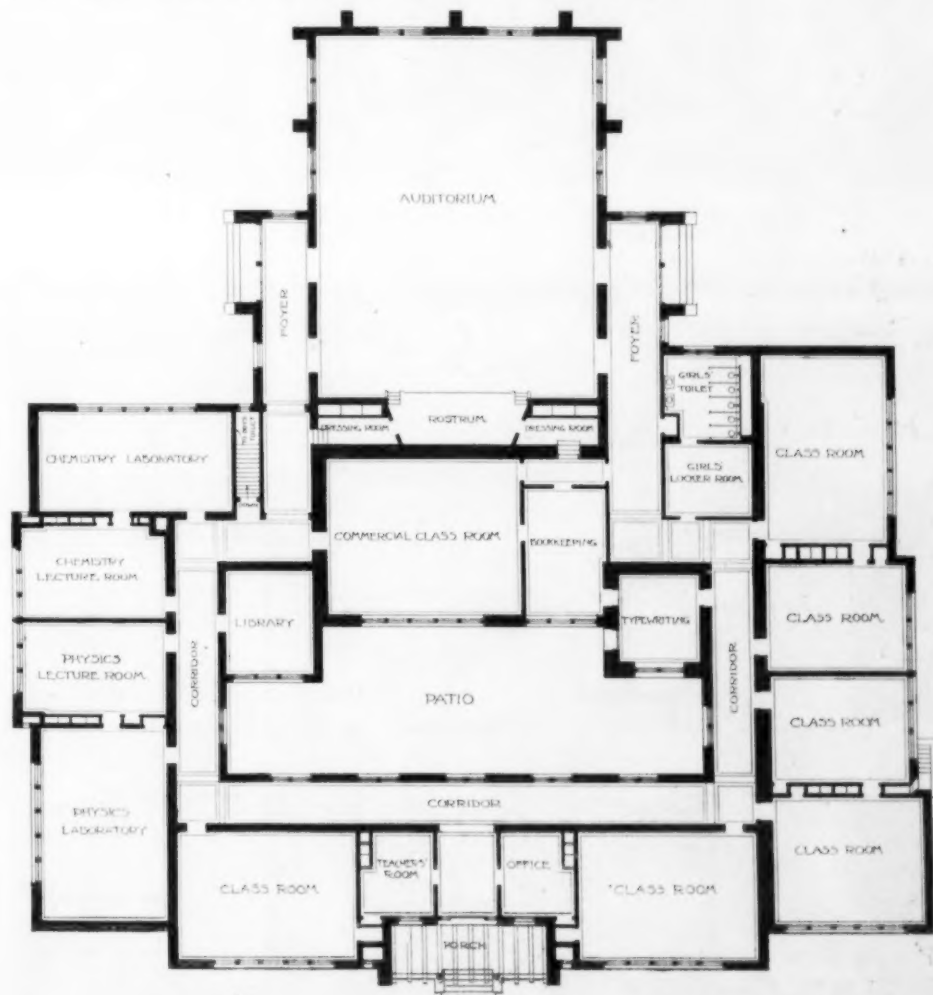
"What is the difference between them, Silas?"

"Why, \$4,655 subtracted from \$8,302; that is \$3,647."

"That we save?"

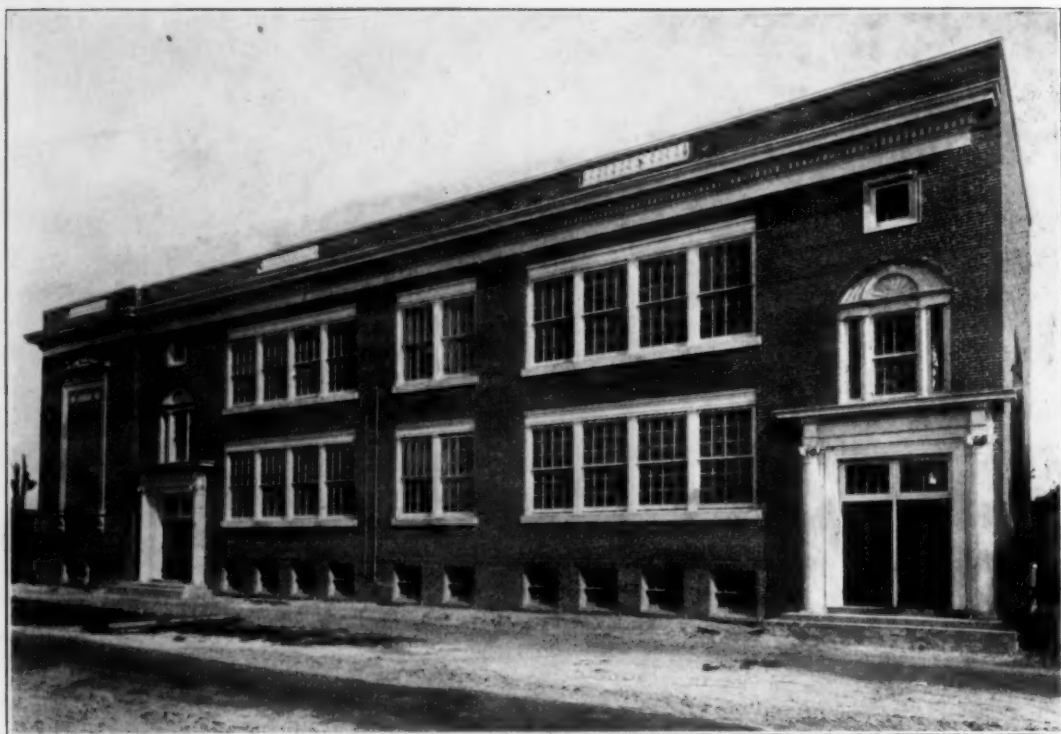
"Yes, we would save that by taking the mortgage."

"Well, well," and Maria slowly shook her head, "I can't understand those school trustees, Silas, do you?"

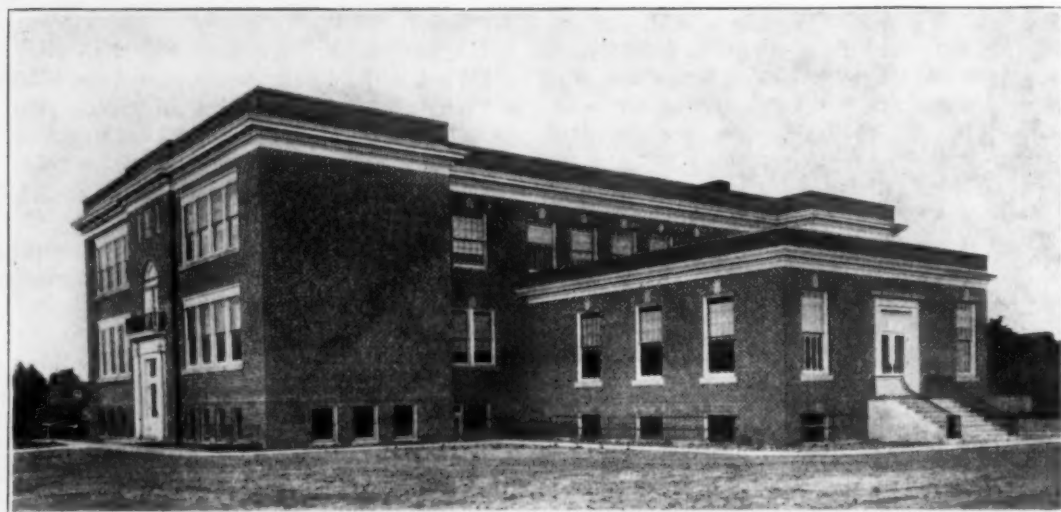


MAIN FLOOR PLAN

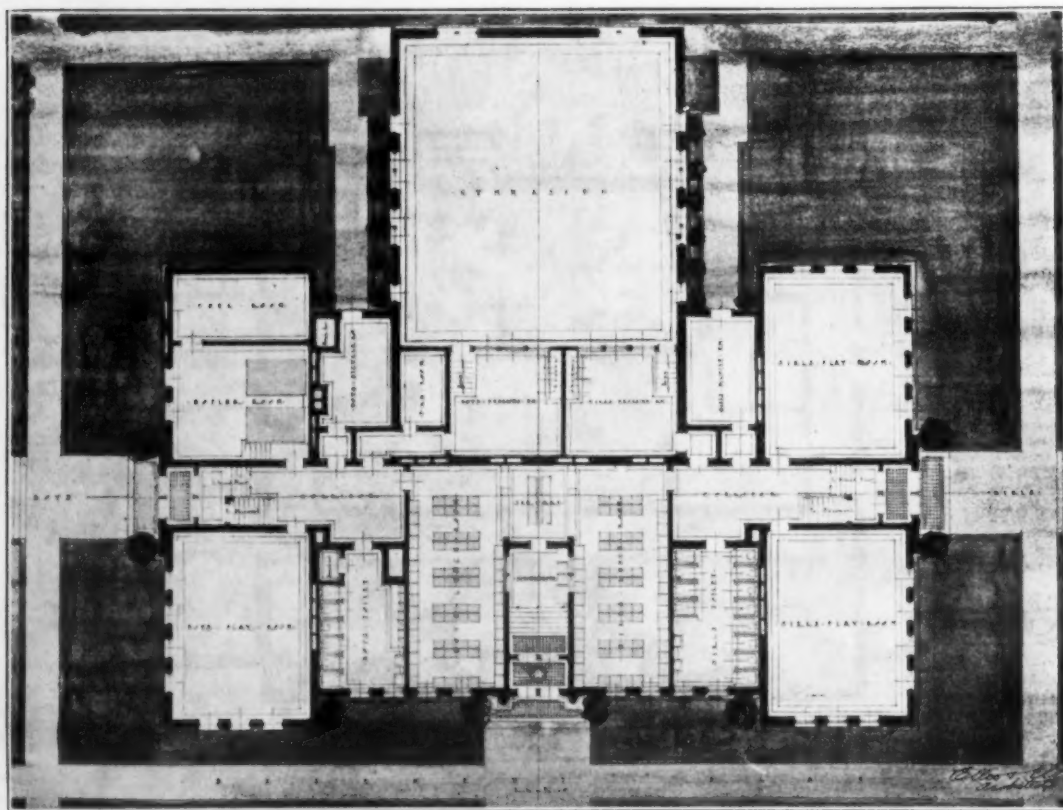
SENA HIGH SCHOOL BUILDING
SANTA FE, NEW MEXICO.
BEING THE OLD U.S. ARMY BARRACKS
CONVERTED INTO A HIGH SCHOOL BUILDING
WITH CERTAIN ADDITIONS AND ALTERATIONS
BY I. H. RAPP, W. M. RAPP AND
A. C. HENDERSON, ARCHITECTS.



MT. DENNIS SCHOOL, MT. DENNIS, ONT.
Messrs. Ellis & Ellis, Architects, Toronto, Ont.



REAR VIEW, BARRIE COLLEGIATE INSTITUTE, BARRIE, ONT.



BASEMENT PLAN, BARRIE COLLEGIATE INSTITUTE.

"No, I dunno as I do, Maria. I always supposed bonds was cheap myself, but that is too expensive for us." Silas studied the fire again thoughtfully. "Well, Maria, I been thinking I'll drop by Deacon Brown's in the morning and see if we can get that \$3,500 for ten years. I guess we can scrape up those payments for ten years and then the boy won't have any bonds hanging over his head for forty years."—*California Taxpayers Journal*.

THE BARRIE COLLEGIATE INSTITUTE.
Messrs. Ellis & Ellis, Archts., Toronto, Ont.,
Canada.

The Collegiate Institutes of Ontario represent a type of secondary school corresponding very closely to the classical high schools of the United States. They offer general courses leading to college, special courses for the preparation of teachers, and in some schools, courses in manual training and household science.

The new building of the Collegiate Institute at Barrie, Ont., is typical of the best type of building which is being planned and erected for the collegiate institutions in the province of Ontario. The Barrie Institute was erected from competitive plans prepared in 1917-18, to replace a building destroyed late in the year 1917 by fire. The school was erected in 1918 and has since then given excellent service.

The building occupies a central site on a high level, overlooking the town of Barrie and Kempenfelt Bay. The position makes it architecturally one of the most important structures of the town and the trees, shrubbery and lawn which have been provided since the photographs accompanying this article were taken, give the building a proper setting in keeping with its place in the "picture" of the town.

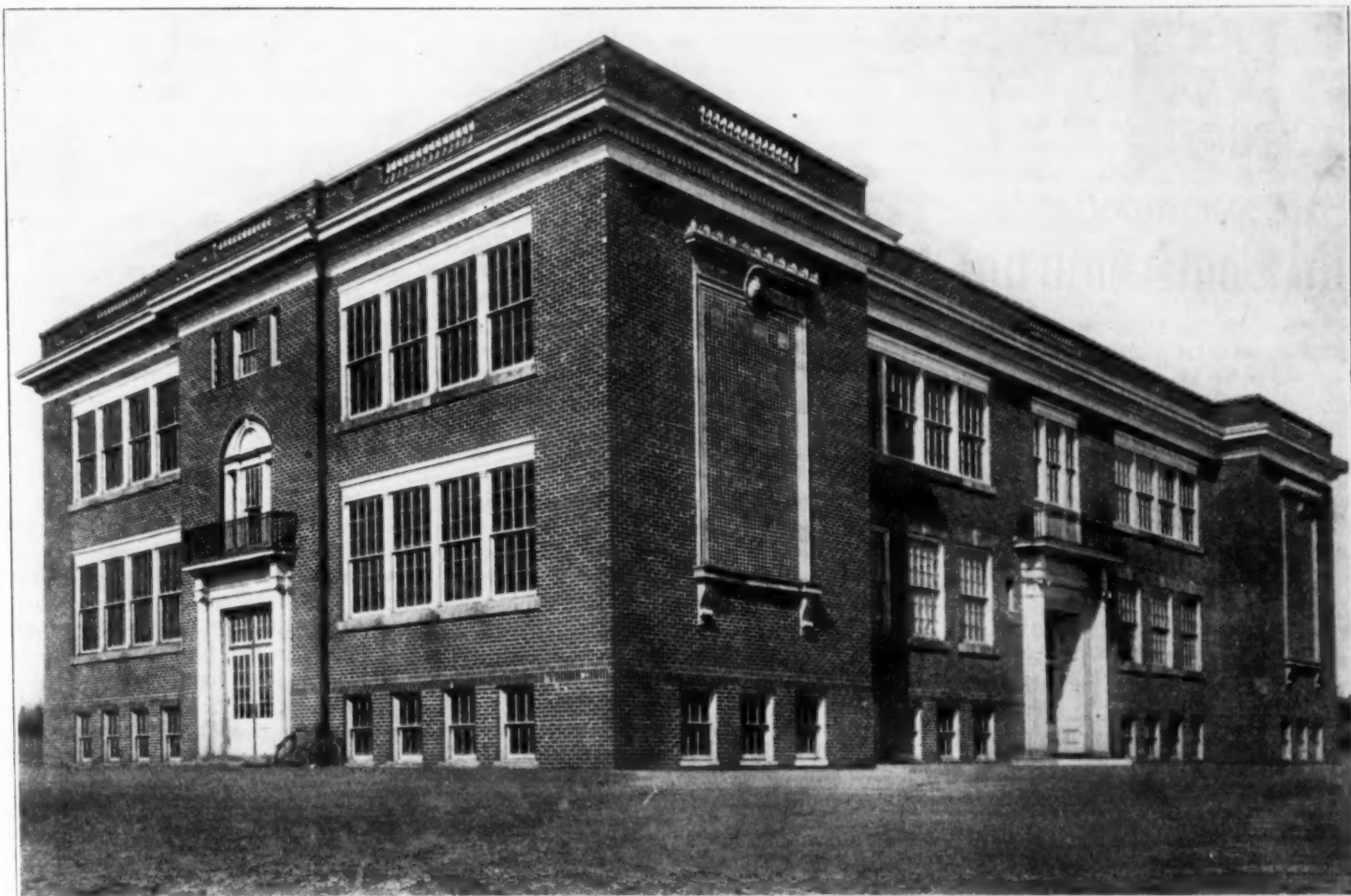
The design which is a modern Colonial adaptation, frankly expresses the purpose of the building and its interesting symmetrical plan. Red brick of a rough texture and dressed Indiana limestone are used for the exterior. The large blank walls in the end bays of the building are interestingly relieved by panels with brick headers laid in a diaper pattern, surrounded by a stone architrave and capped with a simple cartouche.

The several floor plans have been carefully studied from the standpoint of educational utility, economy in space and safety against panic. The basement contains playrooms for boys and girls, toilets, bicycle rooms and general service rooms. The main feature of the basement is the gymnasium, which occupies the rear wing of the building under the auditorium. The room is lighted on three sides and has immediately adjoining it, ample dressing rooms for boys and girls. A large lunchroom occupies the center of the basement. It is equipped with a small kitchen, serving counters, dining tables and chairs.

The first floor of the building provides five standard classrooms, an administrative suite, cloak rooms and an auditorium. The administrative rooms include a public office, a private office for the principal, a supply room, a vault, a toilet and a teachers' meeting room.

The auditorium is arranged to seat six hundred persons and is equipped with a stage and two dressing rooms. At the rear of the hall there is a fireproof booth for motion pictures. In addition to the regular entrances at the rear of the auditorium, there is an emergency exit.

The second floor includes four standard classrooms, a large double room for the commercial department and laboratories for physics and chemistry. Between the two laboratories there is an apparatus room and a small dark room. The equipment of the laboratories is complete and modern in every detail. The tables have



BARRIE COLLEGIATE INSTITUTE, BARRIE, ONT., CAN.
Messrs. Ellis & Ellis, Architects, Toronto, Ont.

been especially designed and are equipped with acidproof tops, porcelain sinks, water faucets, hoods, etc.

Special retiring rooms for the teachers are provided in the space above the landings of the two end stairways.

The building is heated by means of a steam plenum system. The boiler and fuel rooms are located in one corner of the basement and the fan room is centrally located adjoining the gymnasium. The air is drawn down from a point twenty feet above the ground from a large duct into the fan room. It passes thru radiators into the fan and from there is forced by means of ducts to the vertical flues leading to the class-

rooms. The system can be adjusted for tempering the air to any desired degree, without reducing the supply. Dampers are provided in the exhaust flues and arrangement is made for recirculating the air when the school is not in session. The system will deliver thirty cubic feet of fresh air per pupil to each classroom, and twenty cubic feet of air per person to the auditorium.

The building has a complete equipment of intercommunicating telephones, fire alarm bells, etc.

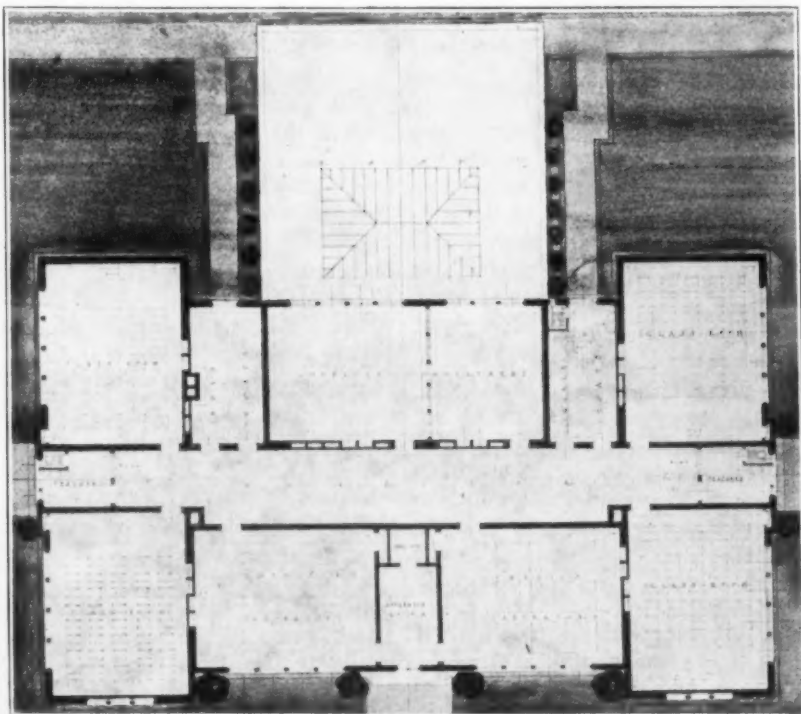
The interior partitions of the building are brick thruout. The walls and ceilings are plas-

tered and the dados are of Keene cement. The wood trim is long leaf yellow pine in natural finish. The floors are double, with wool felt between. The finished floor in each case is matched maple and the stairs are birch. Firestops are provided, and the boiler, fuel and fan rooms are fully fireproofed.

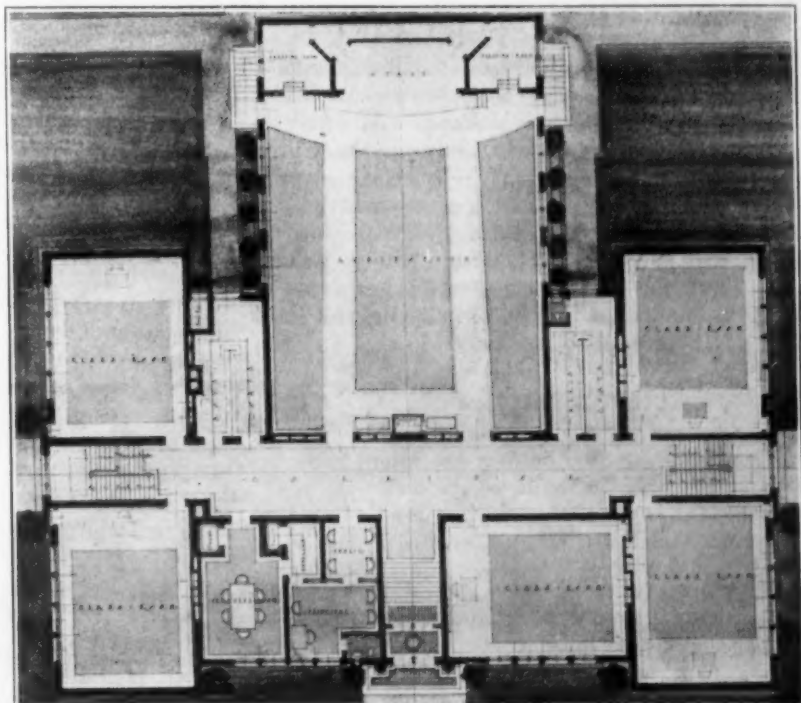
The building measures 131 ft. 6 in. by 119 ft. 10 in., and cost including the site \$110,000.

THE MOUNT DENNIS SCHOOL.

The Mt. Dennis Institute at Mt. Dennis, Ont., is a very simple six-room building planned to be enlarged as the requirements of the community demand.



FIRST FLOOR PLAN, BARRIE COLLEGIATE INSTITUTE.



SECOND FLOOR PLAN, BARRIE COLLEGIATE INSTITUTE.



THE AMERICAN School Board Journal

HUMAN ELEMENTS IN SCHOOL ADMINISTRATION.

Some of the most capable teachers and superintendents are not wholly in sympathy with many of the current movements and devices for standardizing administrative and educational procedure because they see in them a minimizing of the human element and a corresponding increase in mechanical methods. For them there is something disquieting about the impersonal attitude assumed in applying mentality tests to children and teachers, in using the standard tests in the common subjects for the grades and the high schools. For the average teacher there is a common cause for alarm in the method of making assignments without consideration for the preferences of principals and of the individual teachers themselves, of making ratings by a list of qualities in which the peculiarities and difficulties of a given situation cannot, or are at most obscurely, expressed.

There is, in our opinion, little reason for the fears and objections to standardized tests and to the newer methods that seem to savor of the mechanical. Not one of these methods and plans has been devised, except for the purpose of eliminating the shortcomings of the personal factor in teaching and school administration. To say that a mentality test or a standard subject test is mechanical is not a valid complaint, especially when the tests are compared with the haphazard personal method which allowed hardly two teachers of the old type to mark an examination paper at the same value. It is necessary only to recall the classic case of an Ohio town where fifty teachers marked a single boy's paper in language from 30 per cent to 85 per cent.

And what is said of the standard tests may be said of teachers' assignments, rating, promotions, etc. The common faults of prejudice, favoritism, snap judgment, the overlooking of important elements of personal characteristics—all these are largely eliminated by the new methods.

The human element will never be absent from the practical conduct of school systems. It will always prevail. The new methods will simply make possible its freer, surer, and completer application. The incompetent and mechanically minded superintendents and teachers will misuse the new methods as did their predecessors the cruder and simpler devices of their own time. But the real teachers will always use sympathy, understanding and kindly interest in their pupils to gain better results.

SCHOOL HOLIDAYS.

Holidays are expensive luxuries, and in these days of high costs, few schools can afford many of them. It is not difficult to figure the cost of a holiday for any school system. Simply divide the annual budget by the number of days in the school year, excluding week-ends and legal holidays. The amount in any community which employs five teachers or more is such that it cannot be lightly cast aside. For it must be remembered that teachers' salaries, no matter how small or inadequate, continue during holidays, and so do those of janitors. The cost of fuel

and other incidentals is practically the same on days when the schools are not in session as when they are. The fixed charges of interest on capital invested, and on bonds, and the depreciation of the school plant go on steadily whether school keeps or not. And most important of all, children are deprived of instruction which none can afford to miss and which can hardly be made up.

School boards should not, we think, accede complacently to every request for a free day. Nor should they allow themselves to be stampeded into closing the schools for epidemics of contagious disease or for similar questionable reasons. Newspapermen have a slogan to the effect that nothing less than a destructive "fire or a flood may stop the paper." Just a little of that spirit would be helpful in eliminating wasteful holidays.

THE SCHOOLMASTER'S COMPLAINT.

School board members who still doubt statements concerning the shortage of teachers and the alarming exodus of men from supervisory and administrative positions in the schools may be interested in a miniature reproduction of an advertisement which recently appeared in a Minneapolis newspaper.

I WANT A JOB WITH PROSPECTS

For fourteen years I have been engaged as superintendent of schools in this state. I wish to get into a position in the business world with prospects for permanence and a future. I have some energy and executive ability. I have also had some experience with building construction and with rentals. Age, thirty-five, and married.

Address Journal, 4300.

The advertisement contains matter for several lengthy editorials which we might write. If the school board members to whose notice this comes, will mark the words "with prospects for permanence and a future," no further comment will be necessary.

THE SELLER BEWARE.

The textbook publishers of the country are in a peculiar predicament. Even tho they should be forced into bankruptcy, they cannot raise prices of books in certain states. The Illinois Supreme Court, in its decision on February 18th, held that under no circumstances can the prices of books in the state be changed during the five-year period fixed by law. The fact that labor has gone up a hundred per cent and that paper, cloth, board and all other elements entering into the manufacture and sale of books have more than doubled, did not affect the court in its opinion that the old low prices must be maintained. And the joke of the matter is that the laws of several other states require that books shall not be sold at a higher rate than prevails elsewhere in the United States, so that sales in Illinois automatically prevent increases in these states.

A law which prevents prices from being advanced in accordance with legitimate costs is unfair and unjust and deserves to be removed from the statute books, especially when the courts can give no relief from it.

THE TEACHERS' COUNCIL.

Teachers' councils are multiplying with a rapidity that is astonishing as it is pleasing to those who believe that American schools are, and have been, in recent years essentially democratic in administration.

The teachers' council is the finest kind of an expression of the particular type of democracy and democratic government to which America is committed. Its keynote is intelligent co-operation between the government of the schools and the teachers. It reduces the authority of school board and superintendent in no degree, but it substitutes for autocratic control and unseeing obedience, the elements of co-operation, mutual understanding and counsel. The teachers express themselves thru a body of delegates and while this group is advisory only, it expresses the idea which runs thru all federal, state and local organization—representative government.

The teachers' council has some values that are usually overlooked by school board members who fear interference with their work and encroachment on their prerogatives. The council gives the teacher who has a legitimate complaint or a worth-while plan for improving the schools, a legal and orderly means for giving voice to the matter. It places her and her project first of all before the tribunal of her equals so that they may judge of it before it is passed on to the higher authorities. And be it said here, that many an unworthy project and ill-advised bit of fault-finding dies in the council before it can make trouble as it would without the same.

But teachers' councils have constructive merits far above a mere vehicle for complaints and suggestions. They create a genuine interest in administrative and educational policies of the school system in the teachers who, after all, are the connecting links between the child and the superintendent and the board. And when rightly conducted, they react on both the administrators and the teachers by crystallizing the latter's opinions and clearing up difficulties, improving methods, establishing the correctness of the greatest possible variety of problems in school management.

We believe that the teachers' council deserves a fair trial in every community and that its value is amply demonstrated already as a permanent administrative device.

THE BOND SITUATION.

During the latter part of December and up to the middle of February there have been signs in plenty in the financial skies to indicate that the financing of all public projects will be done at a higher rate of interest than has been necessary in several years. Practically all commentators on financial conditions foresee higher interest for the year 1920.

A number of causes have combined to create the situation. Foreign exchange has been alarmingly weak, the rediscount rate of the federal reserve banks has been advanced, in some cases to six per cent, public service and industrial corporations are exhibiting a willingness to pay high rates for short as well as long term obligations. Old seasoned issues of bonds have sold at unheard of low prices with a corresponding high yield. Municipal bonds—which include school bonds—have been last to react and have held their own much better than even the Liberty bonds.

School boards need not be alarmed, we think, concerning the situation or the possibility of floating contemplated issues. All lines of business in the country are exceedingly prosperous. The bond buying habit has received an impetus during the past three years such as it has never had in our history. Labor is prosperous and while thrift is not among the most popular habits, comparatively few have become spend-thrifts. These facts and many other signs combine to the conclusion that municipal bonds will find ready markets during the year.

Several bond issues which have not found a ready sale, have temporarily failed because the tendency and the fact of higher interest rates have not been appreciated. It is absurd to believe that a 4½ per cent issue will succeed when a rate approaching 5 per cent prevails and when Liberty bonds in some cases bring 5 per cent or even more.

The shortage of schoolroom space is so acute in most large cities that it is criminal for school boards to delay building projects because of high prices or increased interest rate.

THE PROBLEM OF THE UNFIT.

The shortage in the teacher supply has brought with it many new problems in school administration and has intensified old troubles, which up to 1917, seemed to be in a fair way moving toward total elimination. Just the matter of securing consistent professional growth in the teaching corps, and of systematically causing the dismissal of incompetent men and women, seemed to be one of those problems about which there need be no concern because of the growing recognition of reasonably sure methods of control. Plans for rating teachers were being introduced in constantly growing numbers of cities and, while few of the plans were entirely satisfactory to administrators, and to those they affected adversely, the principle was accepted. Only time was needed to work into the rating plans a generous, human recognition of the fact that the teacher is not a machine, nor yet a pieceworker in a mechanical trade, but a professional worker dealing with living, growing human beings. As this human element reasserted itself, there would have been a corresponding diminution of the cold, scientific attitude of the university research department where most of the rating scales were first evolved.

But all of this has been stopped for the time being and there is a need of a simple, direct means of eliminating the palpably incompetent teacher. In fact there must be a change in the attitude of mind of some school boards that anyone will do for teaching positions, whether she, or he, be competent or not, interested and growing or not. Despite all the difficulties and discouragements of getting and keeping a full teaching corps, the attitude of efficiency must be maintained. Teachers must be classified as fit or unfit, as successful or unsuccessful and measures must be adopted to turn those who are unfit or unsuccessful into competents, giving at least reasonably satisfactory service. Where aid thru supervision and counsel, or transfer, from grade to grade or school to school, are not effective, then dismissal is the only recourse left.

The situation must be handled with tact, wisdom and care. If supervision and supervisors were ever on trial, they are now. The emergency should bring out the best in superintendents and principals, and should prove in the better years to come how well the professional heads of our school systems could meet the severest crisis.

The school boards can be of material aid by directly supporting the professional heads of the schools thru democratic administrative policies.

FIRE PROTECTION OF SCHOOLS.

School buildings are commonly considered more safe against fire than other classes of buildings. And while there are reasons for this belief, it is a fact that schools have peculiarities that make them exceedingly dangerous when a fire occurs. It need only be said that the occupants are children who are grouped in large numbers in a very limited area, and that they are not self-reliant as are adults, but respond instantly to the slightest cause for fear and panic.

There is need at the present time for atten-

tion to the fire hazard from two angles: the safeguarding of old schoolhouses which contain highly inflammable interiors, and the acceptance of the principle that new school buildings shall be nothing less than first-class in construction and equipment, so far as safety against fire is concerned.

The old schoolhouse, like the poor, we shall always have with us, for our municipalities are not able to cope with the growth in population and the ever-growing demands for expansion in educational service, much less take radical steps to scrap their old school plants. But any except a fatally defective old firetrap can be put into shape so that it is reasonably safe. Stairways can be made fireproof and can be enclosed with fire doors and steel-and-wire-glass partitions that make them smokeproof. Basements, manual training shops and corridors can be sprinklered so that the focal points of conflagration are amply safeguarded and every ordinary danger is avoided. Boiler rooms can be isolated and heating systems can be treated so that this most prolific source of trouble is absolutely safe. Crowding can be avoided and rules can be enforced concerning the storage of materials and school goods, and makeshift fire escapes can be corrected to make the buildings no longer a reason for disquiet and concern.

Despite all difficulties and high costs, the real solution of the fire danger in schools is the universal adoption of a stiff, unyielding policy, on the part of school boards, looking toward panicproof planning and fireproof construction for all new school buildings. Such a policy may increase taxes and make a school board extremely unpopular with penurious taxpayers and opportunists in municipal office. It may even cause delay in the replacement of old buildings, but it is a policy which is eminently wise in the long run and productive of true economy. It is, above all, a protection of the most valued possession of the community—its children.

When a majority of the school buildings are built of non-inflammable materials, we shall no longer read of two hundred dangerous fires in schoolhouses each month and school boards will no longer pay hundreds of thousands of dollars yearly in insurance premiums.

BUY EARLY.

The year 1920, like the two years of the war and the year of the armistice, is marked by a shortage in nearly all lines of manufactured goods. This is especially true of furniture, equipment and supplies for school use. There is not a manufacturer of school goods who is not months behind actual orders and who is not having enormous difficulties in getting raw materials and labor to keep his factory running at full capacity.

The natural growth in the school population and the remarkable increase in high school enrollment have combined to aggravate the situation created by the reduction in schoolhouse construction and the retarded purchase of equipment during the war years. With the continued shortage and with difficulties in transportation, there are ample reasons why orders for school goods should be placed as early as possible. Prices will not come down during the spring and summer months, but there are indications that some increases will be made. It is not amiss to make up budgets and bidding lists in March so that the bulk of the orders can be placed before or during April.

WHY SHE RESIGNED.

The Evening Sun of Jonesboro, Ark., contained some weeks ago, an editorial based upon an occurrence in the local schools. It read:

Yesterday a teacher in the Jonesboro schools handed Supt. Womack her resignation, effective

Friday. Following is her reason:

She is a young woman with life before her. She spent some sixteen years getting education. Her father spent the price of a good little farm getting her thru college.

She is getting \$675 a year for her work in the Jonesboro schools. By staying until next year she would get an increase of \$5 a month, or \$820 for the year, the maximum salary for most of the grades. Pretty good for a woman, some one says. Let's figure a little.

Each month she writes a check for \$40 for board and laundry. That leaves \$35. Multiply \$35 by nine and you have \$315. With that \$315 she must get board and lodging for the 16 weeks when school is not in session. (Her father will not charge her board, but it costs, just the same.) Then she must pay necessary traveling expenses, going to and from her work, to institutes, teachers' associations, etc. Incidentally, she must clothe herself. She has to pay doctors' fees and drug bills sometimes. If she happens to have an operation, that sets her back \$200. She should carry insurance; that costs money. She belongs to the church and is expected to contribute liberally to that cause. People expect her to read and travel; magazines and traveling come high. Her glasses get out of focus; she must have new lenses ground; her teeth may go bad; dentists and opticians do not work for their health only. She is human; she would enjoy a show or a lecture or an outing occasionally. Shows and outings are not on the free list. She realizes that she will grow old some day and may need a rainy day reserve. She wishes to lay something aside each month for this fund.

To make a long story short, she did a little adding. The "answer" didn't look good to her. She asked herself, "What's the use?"

She took out.

TWO KINDS OF CRITICISM.

"There are two kinds of criticism," says a writer in the Philadelphia Citizens' Business, "to which men in public office are subjected. The one arises out of mere personal antagonism and is directed against the person of the official; the other grows out of differences of opinion on public questions and is directed against the conduct of the official. The first kind of criticism may properly be resented by any man in public life, for it contributes nothing to the better administration of public affairs; but the second kind should never be resented. If any man has an idea which he sincerely believes to be for the public good, he should be left entirely free to express it publicly, even if in so doing the conduct or policy of some public official must be censured. This kind of criticism, in fact, should be welcomed, for it may point the way to progress.

"In an autocracy criticism may be silenced by resort to arbitrary power, by suppression of freedom of speech, freedom of the press and freedom of assemblage; but in a democracy criticism can be met only by removing the cause or by demonstrating in open discussion that the critic is wrong."

The better the superintendent, the fewer rules he has.

Every child is a puzzle; it is a wise teacher who can give the answer.

School budgets are rising like airplanes to untried heights.

The school year 1919-20 is one of unusual peace for school superintendents. The trouble-making school-board members have had such a busy time fighting to retain a complete teaching staff, and to find ways and means of making both ends meet, that they have had no leisure for baiting the executive heads of the schools.

The Boston University Conference on Teacher Shortage

We are getting courage to look the matter in the face. For a time we have diverted our attention from the main fact by pointing out exaggerations contained in articles on the teacher shortage. We have consoled ourselves by pretending that the shortage was only temporary, would soon right itself, etc. Officials have pointed out that some closing of schools was due to consolidation and was therefore really progress. But now we are beginning to look the matter in the face.

Boston University School of Education recently organized and conducted a conference on the subject lasting two days. The intention evidently was to throw the light in every quarter and to secure counsel from every possible source. Testimony was taken from five hundred teachers in service, from a group of men who had left teaching, and from the publicity expert of a great corporation.

The task of setting forth the present conditions was given to Dr. Philander P. Claxton, United States Commissioner, and as usual he had plenty of up-to-date statistics. These, set forth in his dynamic manner and continually contrasted with the conditions that should exist, make a dark picture. Here are a few: 500,000 children without the right kind of teachers; 141,000 schools taught by untrained or poorly trained teachers; 20,000 schools closed; out of 36,000 students who finished some preparation for teaching last year 6,000 did not seek positions or accept them.

The statements of the teachers and ex-teachers were interesting. Those who expected to hear only a wail concerning salaries soon had other things to consider. The teachers evidently considered the tragedy of their salaries to be well known, and went on to speak of social injustice, arbitrary treatment by authorities, the crushing load of outside work and interests dumped upon the teachers and the school system, the plethora of uninspiring supervision, the weight of the system on the individual, preventing development either in or out of teaching; these are some of the things which teachers in service and those who have left it reported.

Two of the eight speakers on the part of the program devoted to looking ahead and remedying conditions, one a professor in Middlebury College, Vt., the other, principal of a Normal School in Keene, N. H., could point to actual accomplishment. These two, Prof. MacFarland and Principal Mason, had encountered a difficulty and without waiting for light from university or metropolis had each in his own way, by doing the simple, obvious things, made a fair degree of progress toward solving the problem locally. At Middlebury, the worthiness of the teacher's work is presented in the freshman year and the courses that look toward teaching extend over the entire four years. This continued emphasis results in a well-founded enthusiasm for teaching that is not equalled in many places.

Mr. Mason, at the Keene, N. H., Normal School, saw that high school teachers in his locality, being college trained and lacking intimate acquaintance, turned more pupils away from the normal school than toward it. He proceeded to address the high school students directly by circulars and in other ways, just as a business house looks for customers. As a result, he has not only kept up his enrollment but has increased it.

Mr. Willard Smith, of Philadelphia, speaking as a publicity expert, thought that most of

the publicity given the school situation so far had been conducted on wrong lines and had driven away more teachers than it had attracted. Salary increases were imperative, but that alone would in no wise solve the problem. The great work was with the public, to create a renewed sense of the value of education. A nation-wide campaign should be set in motion, extending into every community, to show that the operation of business, the safety of every home, the very existence of our republic itself is dependent upon education. This done, the teacher problem would solve itself.

All speakers agreed that the seriousness of the situation could hardly be exaggerated and that we had not even plans formulated for coping with it. The encouraging signs so far were only local and perhaps temporary.

It was a great meeting. Held in the midst of the worst blizzard for a quarter century, the attendance was not large but all the factors were represented,—the United States commissioner, university presidents and grade teachers, the venerable president emeritus of Harvard and normal school students, workers from the White Mountains and the islands of the Maine coast as well as the superintendents of the great cities. It was the most honest attempt to look our trouble in the face that has yet come to notice. Two things stand out clearly, that teachers suffer as much from shabby treatment as from meager salaries, and that the great American public must learn anew the value of education.—R. P. Ireland.

"WHY IS A SUPERVISOR?"

Frank L. Cody, Superintendent of Schools, Detroit, Mich.

The title above is taken from an attack on supervisors which appeared recently in the Christian Science Monitor. The writer seemed to feel that supervisors were altogether worthless educational officers whose chief business was to draw their salaries, annoy teachers and make themselves generally obnoxious to all friends of growth and progress. The implications of the article are that all supervision and supervisors are superfluous and should be at once and forever abolished.

It cannot be denied that the sentiments expressed in the article will call out sympathetic responses in the minds of many teachers and principals, and in the thinking of many taxpayers who pay the bills but are not sufficiently interested to find out what they receive in return for their money. The term "snoopervisors" in common use expresses both the popular misconception of the function of supervision and the contempt in which, too often, the work is held by those who do not sense its true value.

On the other hand, Detroit is spending during the year 1919-20 almost exactly one hundred thousand dollars for the services of the

forty odd supervisors who work long hours, have a wide vision, a direct effect upon instruction and a great responsibility. It may be well for teachers and tax payers alike to consider for a few minutes just "why" is a supervisor, and what good supervision means to all concerned.

In the little one-room red schoolhouse there was no supervision, and no need for supervision. Neither were there superintendents, janitors, medical officers, special teachers, nor any of the rest of the intricate and complex educational machinery to be found in a modern city school system. The teacher was the entire educational system. Whatever needed to be done, was done by the teacher, and he or she was directly and intimately responsible to the local community. If the teacher was competent, education prospered in that community. If the teacher had a weak personality or was poorly trained, the community suffered accordingly. There were no surveys, no comparisons from school to school. Each school was a law unto itself.

* * *

The Detroit system, however, has one hundred and fifty schools, three thousand seven hundred teachers, and one hundred and fourteen thousand children. Approximately 500 teachers and ten thousand new children are taken into the system each year. Moreover there is constant shifting of both teachers and pupils from one section of the city to another. Then again, one section is mainly Italian, another Polish, a third American, each with its peculiar difficulties. Many, indeed, are the problems which constantly press for attention.

Some persons admit the need of supervision but think the principal is the educational officer who should attend to it. It is true that the principal should be the educational head within his building and supervise his teachers, but there is need also of supervision from school to school. Even within a school it is an exceptional principal who is so able and such an all-around man that he can attend to all the administrative details and still find time to be as well posted in regard to reading, writing, arithmetic, music, drawing, and many other subjects as a trained specialist who devotes his entire time to a study of conditions throughout the entire system, and to the educational advances in his own subject made in other cities throughout the country. The opportunities of a supervisor's position give him a knowledge of general conditions to which it is almost impossible for a principal to attain.

The truth of the matter is that many persons do not realize that there has been as rapid progress in education as in other lines of human endeavor. In the old days, so it is said, when a boy or girl could not make a success of anything else, he became a teacher. That day is past. The war has shown the importance and meaning of education, has made it clear forever that a nation's destiny and spirit are



Playground Apparatus at the State Normal School (Model School Department), Oswego, N. Y. Built by Students of the Vocational Teachers' Department, Mr. Joseph C. Park, Director.

cradled in its schools. The psychologists have revealed the intricate nature of a child's mind and the complexity of the learning process. The measurement men in education have shown the inefficiency of the old ways, and have proved that scientific methods of investigation yield just as large returns in education as in industry. The normal schools and universities have risen to their opportunities.

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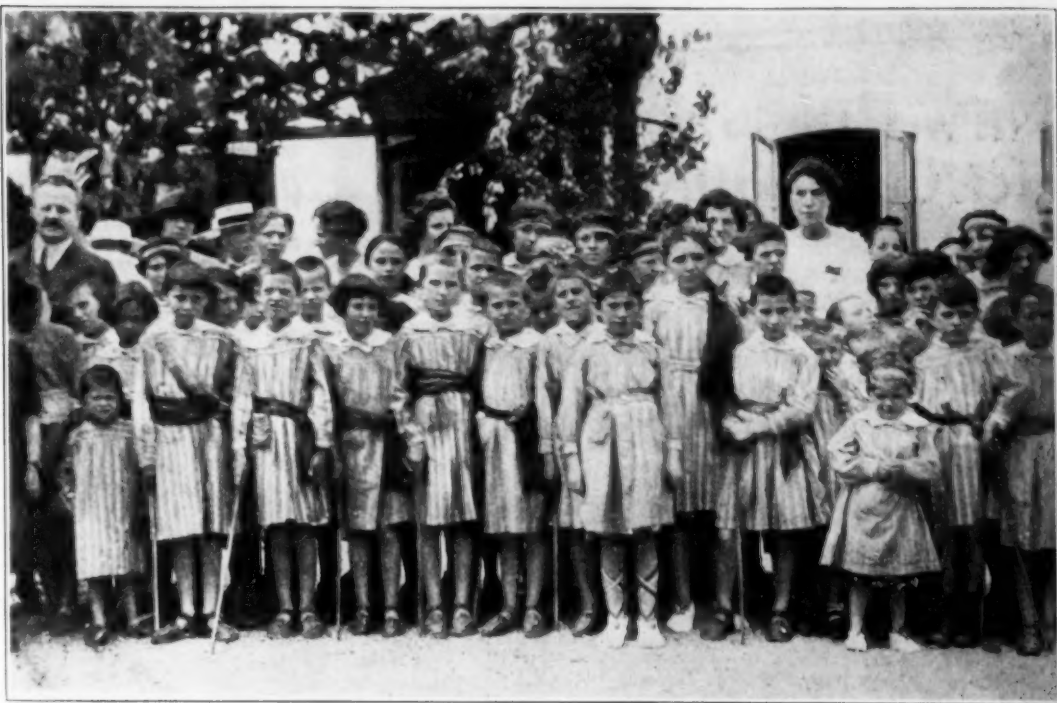
Today a modern, well-trained supervisor or administrator has behind him so large a body of scientific knowledge, so large a fund of technical skill and approved practice that he is more an engineer than a teacher. Each issue of every educational journal adds the fruits of new investigations to the accumulation. In subject matter, in methods of teaching, in organization and administration, in fact all along the line there is progress, rapid progress. Last summer 560 Detroit teachers recognized the need for constant improvement by taking courses at summer schools. The attendance of teachers at the Detroit evening normal school this semester is 1,190, almost one-third of the entire teaching corps, to which must be added the enrollment of 150 teachers in the University extension courses. These figures tell a story whose meaning is clear. Any system run on the idea that either teachers or principals can know, once and for all, all there is to know about teaching, is soon destined to find itself hopelessly out of date. The supervisor is the educational officer upon whom rests the responsibility for directing and coordinating progress and conserving its benefits.

The work and duty of a supervisor is three-fold administrative, educative and constructive. In a large city system the time of the superintendent and his assistants is fully occupied with executive details. They do not have time to see teachers at work, nor can they themselves directly take part in constructive research experiments. They are responsible for the adoption of policies and courses of study, they keep the machinery running smoothly, but they delegate to supervisors the functions of inspection, teacher training and experimentation.

Therefore, the most obvious duty of supervisors is to aid principals and teachers in interpreting and carrying out the policies and regulations of the superintendent. They visit classrooms and see the teacher at work. They estimate her ability, they observe her methods, they appraise her results. They make sure the work in each school conforms to the general standard for the city. If irregularities are found, they determine whether the departure from normal is a desirable local adjustment or not.

The extent of these irregularities which call for administrative adjustment is surprising. For instance, a report from a supervisor on my desk shows that time given to writing, scheduled for 75 minutes a week, varies from thirty minutes to one hundred in different buildings. Some of the variations are legitimate adjustments to local conditions. More are due to the failure of principals and teachers to see their school or their room as part of a large system and not as a little world in itself. It is part of a supervisor's duty to detect and report all such obstacles to the working out of the superintendent's plans.

The supervisors of Detroit are organized into a supervisory council under the chairmanship of the Director of Educational Research. They turn in daily reports of their work. Approximately sixty per cent of their time is given to administration, distributed as follows: thirty per cent necessary routine, such as travel, records, clerical work, etc., connected with the



JEWISH WARDS OF RED CROSS.

Orphans of Jewish soldiers killed in the war while fighting for Roumania are now cared for at the American Red Cross orphanage at Bucharest. These children are furnished clothing, food and given medical treatment by the Red Cross. Note the clean personal appearance of each child. All of them live according to American standards of sanitation.

running of the departments; twelve per cent on schedules, courses of study, etc.; ten per cent, inspection for purposes of rating teachers; seven per cent on conferences with staff supervisory or administrative officers; six per cent, conferences with teachers and principals at school or office on matters of administrative detail. From fifteen per cent to twenty per cent of the supervisors' work is done after school hours and on Saturdays. Since September the visiting supervisors have made 3,328 visits to schools and have reported 5,683 ratings of teachers.

No teacher is disturbed by supervisory visits more than twice a week.

Inspection in some of its aspects is not a pleasant function, and if it were all the supervisors had to do, the plan adopted in some schools of sending a small boy with an olive bottle or other agreed upon signal from room to room to notify teachers that a supervisor is in the building might almost be justified. Whenever there is lack of cooperation between supervisors and teachers, it usually grows out of the failure of either teachers or supervisors to recognize the more important phases of the supervisory work.

The second and far more important task of a supervisor is teacher training. New teachers entering the system, especially from small cities or country schools, find much to learn. The active agent in such training is, of course, the principal, but many a principal calls upon a supervisor for assistance in his task, and it is the supervisor who has the expert and complete knowledge of a special subject. By demonstration lessons, by helpful suggestions, by many forms of advice and personal service, the supervisors serve as a continuous training agency for teachers in service. Once a supervisor and a teacher have entered upon this relation of mutual helpfulness, all antagonism, all suspicion on the part of the teacher as to the purpose and meaning of the supervisors' inspection disappears. Both work together for the common good.

If an adjustment of time schedules is made by the superintendent it is the supervisor who carries the official justification of the change to the teacher. If a new course of study is to be made, it is the supervisor who meets with committees of teachers. If a contribution of method or subject matter is made in some other city,

it is the supervisor who reads the account of it and brings it to the attention of the teachers. And not all contributions to educational progress are made in other cities. There is scarcely a school in Detroit in which some new device, some new adaptation of subject matter or method is not being worked out by capable teachers. It is the supervisors' duty to conserve these items of progress and transmit them to other schools and classes.

Since the opening of school in September, the supervisors of the city have made 9,375 visits to teachers or principals in the schools and have held 195 meetings of explanation or instruction attended by a total of 3,760 teachers. The further statement that 1,540 teachers have sought supervisors in their offices after school hours or on Saturday morning is proof that the assistance the supervisors render is appreciated by teachers and that this function of supervision has a real value. Approximately sixteen per cent of supervisors' time is given to work of this character.

However, by far the most significant work of supervisors is their constructive, or research function. When problems and difficulties arise which prove that courses of study or methods of work are out of adjustment, it is the supervisors who report the matter to the superintendent with recommendations. Supervisors study the results of standard tests. Supervisors carry on educational experiments. Supervisors are the active agents in originating and discovering instructional progress. For instance, 35,000 children are this year being taught handwriting by a system worked out by the writing supervisor, which last year on a small scale gave an average increase in efficiency of seventeen per cent, which is fifty per cent increase in the actual output of the handwriting instruction. There is not a single department of supervision which is not similarly engaged in scientific study of the results of its own efforts, and in experimental attempts to improve the efficiency of its teaching and supervision. The supervisory council meets each Tuesday morning to discuss and take action upon problems connected with the improvement of the efficiency of instruction throughout the Detroit system. Approximately twenty per cent of the total time is given to work of this character.

(Concluded on Page 117)



NEW RULES and REGULATIONS

RULES FOR TEACHERS' COUNCIL.

The board of education of New Britain, Conn., has just issued the constitution and by-laws of the Teachers' Council, which is to act as an advisory body to the superintendent of schools and to the school committee, and is to be the official means whereby the teachers of the city can co-operate in the administration of the schools. The rules are as follows:

The Constitution.

ARTICLE I—NAME.

The name of this organization shall be "The Teachers' Council of New Britain."

ARTICLE II—PURPOSE.

The purposes of this organization are:

1. To secure a more active and effective participation of the teachers, in an advisory capacity, in the professional direction of the schools.
2. To furnish the teaching body a definite and organized means for conference with the school committee or for the expression of its sentiments or judgments, with reference to questions of school policy.
3. To encourage professional improvement thru the study and discussion of important problems of education and school management.
4. To develop the sense of solidarity of the teaching body, and an increasing appreciation of community of interest and responsibility among all teachers, of all grades.
5. To afford the largest possible opportunity for initiative on the part of the teacher.

The Bylaws.

ARTICLE I—MEMBERSHIP.

The membership of the council shall be as follows:

Sec. 1. Five representatives, including the principal, and at least one headmaster, from the teachers of the Senior High School.

Sec. 2. Five representatives, including the principal of each school, from the teachers of the Junior High Schools.

Sec. 3. Nine representatives, including at least two principals, from the teachers of the elementary schools.

Sec. 4. One representative from all general supervisors, and directors, not provided for in the above groups.

Sec. 5. The superintendent of schools and the supervisor of elementary grades, ex-officio.

ARTICLE II—OFFICERS OF THE COUNCIL.

Sec. 1. The officers of the Council shall be a President, a Vice-President, and a Secretary. These officers shall perform the duties commonly devolving upon their respective offices; and they shall continue to hold office until their successors shall be elected.

Sec. 2. The term of office for the President, Vice-President, and Secretary shall be one year. These officers shall be elected by ballot at the first meeting after the adoption of these by-laws, and thereafter at the first regular meeting of each school year, to be held on the last Tuesday in September.

ARTICLE III—COMMITTEES OF THE COUNCIL.

Sec. 1. The President, Vice-President, and Secretary of the Council shall constitute an executive committee, to propose and arrange for a program of work and investigation or for such part of that program as may be designated for the ensuing year. Their plans shall be presented not later than the second regular meeting of the year, and shall be subject to the approval of the Council. This Committee shall also perform the other functions assigned to it in these articles.

Sec. 2. A committee of conference shall be created by the Council for the following purposes: First, for meeting and conferring with the school committee or its sub-committees, upon invitation, at such times and places as may be designated by them; second, for procuring an audience with the school committee or any of its sub-committees, at the direction of the Council, for the purpose of communicating to them the sentiment and judgment of the Council pertaining to the selection and use of textbooks, changes in the courses of instruction, elements in the makeup of the school budget, the adequacy of supplies and equipment, the improvement of

teachers in service, the provision of library facilities, the teachers' salary schedule, the school calendar, the school day program, grading and promotions, efficiency or merit systems, and special phases of instruction or training.

The committee of conference shall be composed of the President of the Council (member and chairman ex-officio) and of four other representatives, to be elected by ballot, at the time of the annual election of officers. One representative must be selected from each of the first three groups of members as provided for in Article I of the by-laws, excepting from that group already represented by the chairman. The remaining member or members are to be elected at large from the membership of the Council.

Sec. 3. Special committees may be appointed from time to time for the purpose of investigation and report or for other service, as they may be needed in furthering the purposes of the council.

ARTICLE IV—MEETINGS OF THE COUNCIL.

Sec. 1. Regular meetings of the Council shall be held on the last Tuesday of each month during the school year, beginning in September and closing in May. When such date occurs during a vacation period the President shall announce a substitute date for that meeting.

Sec. 2. Special meetings may be called by the executive committee, and a special meeting shall be called by the executive committee upon the written request of at least twelve members of the Council, and within one week of the date of the request. Due notice of such meetings shall be sent to each member of the Council.

Sec. 3. Fifteen members shall constitute a quorum.

ARTICLE V—ORGANIZATION OF SUB-COUNCILS.

Sec. 1. Each of the groups whose representation is provided for in sections one, two and four, of Article I, shall be known as a Sub-Council. There shall also be a Sub-Council for the elementary schools, to be composed of members elected by the teachers of the elementary schools, as prescribed in section two of this article. Each of these Sub-Councils shall elect a President, a Vice-President, and a Secretary at the meeting provided for in section three of this article. These officers shall perform the duties commonly required of such officers and shall hold office for one year.

Sec. 2. The teachers of each elementary school having four and not more than twelve teachers shall elect one from their number as a member of the Sub-Council of elementary teachers. The teachers of each elementary school having more than twelve teachers shall elect two members from their number; and the teachers of all elementary schools having not more than three teachers shall jointly elect one member, unless such schools shall have a joint total of more than twelve teachers, in which case they shall elect two from their number, as members of the Sub-Council. The members of this Sub-Council shall be elected within one week of the adoption and approval of these by-laws, and thereafter within ten days of the opening of the school year. Together they shall form the Sub-Council of the Elementary Teachers. The meetings to elect such members shall be called by the principals of the respective buildings, with the advice of the president of the Council, excepting that the joint meetings of all schools having not more than three teachers shall be called by the directors of the President of the Council.

Sec. 3. Within one week of the adoption of these by-laws by the School Council and the approval of them by the Council Committee, and thereafter within two weeks of the opening of the school year, the President of the Council shall provide for the calling of a meeting of each of the Sub-Councils, to be held upon the same day but previous to the date of the first regular meeting of the Council. The President shall also designate the person who is to call the meeting of each group to order and to preside until a permanent organization of the group for the year is effected.

ARTICLE VI—ELECTION OF MEMBERS OF THE COUNCIL.

Sec. 1. Each Sub-Council, after it has effected its permanent organization as provided for in Section 3 of Article V, and at the same meeting, shall proceed to elect from its membership, by ballot, its representatives to the Council, as provided in Article I, Section 3, the Sub-Council of Elementary Teachers may elect the principals from outside its membership.

Sec. 2. At the close of the meeting for the election of the officers and representatives of any Sub-Council, the President of the Sub-Council shall send to the President of the Council a certi-

fied report of the results of the election of both officers and representatives.

ARTICLE VII—MEETINGS OF THE SUB-COUNCILS.

Sec. 1. Meetings of one or more of the Sub-Councils may be called by the executive committee of the Council.

Sec. 2. A meeting of any Sub-Council may be called by its President, and a meeting shall be called by him upon the written request of a majority of the members of the said Sub-Council, and within one week of the date of such request. The purpose of each of the meetings provided for in this section shall be definitely stated in the call, and the President shall cause each member to be duly notified.

Sec. 3. When a vacancy occurs in the offices or in the representation of any Sub-Council, the President of the Council shall direct the highest officer still in that Sub-Council, to call a meeting to fill such vacancy.

ARTICLE VIII—CONFERENCES.

Sec. 1. The procedure governing the calling and conducting of conferences shall be as follows:

The school committee or the Teachers' Council may vote to request a conference, after which action the Secretary of the School Committee or of the Teachers' Council, as the case may be, shall address to the Secretary of the other body a letter requesting a conference and stating the substance of the matter or matters to be considered in conference. This letter shall be presented at the next regular meeting of the school committee or the Teachers' Council as the case may be, or at a special meeting duly called. When authorized by the votes of the school committee and the Teachers' Council a conference may be held, but such conference shall be limited to the subject proposed for conference and shall consider no other matter or matters not related thereto.

Unless otherwise voted by the school committee, at each conference the school committee shall be represented by the superintendent of schools and by one or more of its regular standing committees or by a special committee designated by vote of the school committee; and the Teachers' Council shall be represented by its regular committee of conference.

ARTICLE IX—AMENDMENTS.

These by-laws may be amended or repealed by an affirmative vote of two-thirds of all the members of the Teachers' Council, taken at a regular meeting of the Council; provided that notice of such proposed action shall have been given at the regular meeting immediately preceding; and provided that the proposed action shall be included in the notice for the meeting at which final action is to be taken; and provided, further, that a notice of the action of the Council shall be filed with the Secretary of the school committee, at least three days before the regular meeting of the school committee next following the meeting of the Council at which such action may have been taken at a regular meeting, provided that no such amendment or repeal of the by-laws shall become effective until such amendment or repeal has been approved and adopted by the school committee. The amendment or repeal of these bylaws may be proposed by the school committee to the teachers' council by vote of the school committee taken at a regular meeting, provided that due notice of such proposed action shall have been given at the regular meeting of the committee immediately preceding.

New York, N. Y. Plans have been outlined for the establishment of the new continuation schools for boys and girls under 18 years of age who have not graduated from high school. More than 200,000 children will be taken care of during the next five years, which will make necessary an appropriation of \$124,000.

Bridgeport, Conn. The board of education has asked for one and one-half million dollars for the maintenance of the schools, including the upkeep of the school plant.

Oakland, Calif. In making its plans for the operation of the new building program, the board has included provisions for the employment of a superintendent of construction and for an advisory body to be composed of a school expert, a member of the board, a member of the bond expenditure committee and an advisory architect.

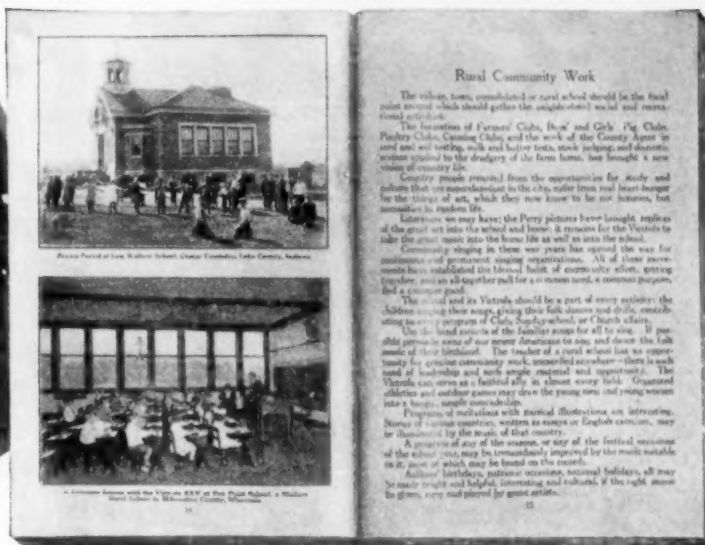
Under the plan, four subsidiary boards are to be created, including a board of architects under the leadership of a supervising architect, a department of engineering to act as an estimating board and to pass on all engineering features of the work, an auditing department to act as an auxiliary business organization, and a department of supervision and inspection, headed by the superintendent of construction.

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the country schools!



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without a Victrola is
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has carried our message of altruistic educational service to the small communities of the Great Lake shores, the prairies of the Central West, and the mountain keeps of the West.

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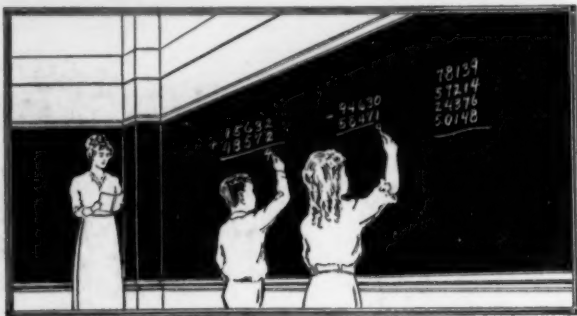
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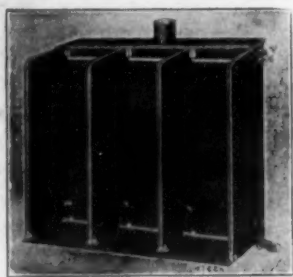
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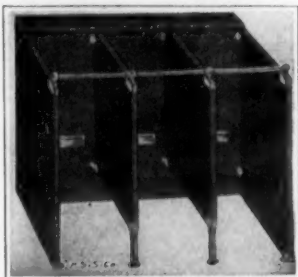
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"Nothing for Nothing" applies in every realm of effort. But the man who makes an unwise purchase buys something that—like a deficit, is less than nothing; for it requires additional outlay in later years.

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from our quarries represent the acme of economy and educational efficiency. They require no upkeep, while artificial boards must be resurfaced, repaired and replaced regularly. In comparison, the word "economy" is defined in its truest sense. Slate being non-porous does not absorb anything, so cannot disintegrate. It is finished with a beautiful, velvet smooth surface that does not become gray with age or use; that makes writing a pleasure and reading a relief to the eyes of the students and teachers. That is why our Natural Slate Blackboards combine the utmost efficiency with the utmost of economy.

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SCHOOL BOARD NEWS

The school board of Springfield, O., reorganized on January 5th with three new members. With the reorganization in membership, there also came a reorganization in school management looking to a better co-ordination of school finance on the educational side of school work.

Under the new plan, there are no standing committees on the board. All business is transacted thru the superintendent of schools, the business manager and the clerk.

The old position of director of schools has been replaced by the office of business manager, whose duty it is to take care of school property, to see that the school plant is kept in repair, and to act as purchasing agent for the school system. The business manager is under the supervision of the superintendent, which insures a co-ordination of the financial and educational factors for greater efficiency.

The clerk attends to the work of the board, keeps the school records and discharges the usual duties of the office. He is also under the general supervision of the superintendent.

The Detroit Police Department, in co-operation with the local automobile club and the board of education, recently conducted its second safety campaign. The board has conducted a continuous campaign in all the schools along lines that have proven highly effective with the children. Parents have been induced to take a livelier interest in safety work and to talk about the dangers of the street with their children. The number of fatalities among children, from street accidents has been reduced from 88 to 71, resulting in a saving of the lives of seventeen children.

In numbers, boys are dominant in the elementary schools of California, while in the high schools, they are outnumbered greatly by girls, figures completed recently in the offices of State Superintendent of Public Instruction showed. Boys leave school and go to work at an earlier age than girls, Superintendent Wood said.

In the elementary schools there are 237,825 boys and 223,307 girls. High school enrollment shows 61,453 boys and 76,624 girls.

Mrs. Mary George, for several years preceptress of the California State Normal School, has resigned and will leave shortly for extended travel abroad. Mrs. George will be succeeded by Miss Mary Helen Post, who returned to the faculty a few weeks ago after a year of service with the Y. W. C. A. abroad. Mrs. George was formerly principal of the State Normal Training School and is widely known thruout the state as an educator.

The number of minors in San Francisco is 115,395, according to the report on the school census taken in November under the direction of the board of education. The census shows that there are 53,579 children in the San Francisco public schools, 13,633 attending private schools and 46 under private tutors.

The advantages of high school education and the advisability of pupils continuing in school until they have obtained their school diplomas, is contained in a letter to graduating pupils and their parents by Superintendent of Schools Alfred Roncovieri.

"Graduation from grammar school now brings you face to face with the necessity of planning quite definitely a course of action," the letter says, "and upon the decision now made will depend, to a very large extent, your future position in life. It is for this reason that we urge you strongly now to pause and weigh carefully the advantages to be derived from the opportunities for higher education afforded you most generously by our citizens."

To relieve the congestion in certain schools, the board of education recently adopted a resolution reducing the enrollment in grammar grades to forty-five and in primary grades to forty pupils. Principals will be directed to transfer pu-

pils who live closer to other schools. Many children attend schools blocks from their homes because of sentimental reasons.

As the outgrowth of the San Francisco State Normal School Parent-Teachers' Association, a movement has been started which, tho tentative, promises much good for the future of the child.

The fact that the motion picture entertainment is a part of the child's life of today led the Normal School, in conjunction with the parents, to offer to the children a motion picture performance each Friday afternoon of February.

Pictures were shown that teach the great classics and that have a high moral tone that both instructs and entertains.

A movement has been started in Philadelphia for the election of the superintendent of schools for a four-year term, instead of by annual reelection, as at present. Mr. J. W. Catharine, a member of the board, in commenting recently on the election of school heads, pointed out that the annual re-election plan has been responsible for much of the lack of initiative among the employees. The yearly election makes it impossible to carry out any definite plan and forces the incumbent to constantly shape his actions so that they will be pleasing to the board.

The school code of 1911 gives school boards of certain districts the power to elect their superintendent for four years. Philadelphia is one of the cities which comes under this provision.

The school board of Portland, Ore., has adopted a new plan recommended by Supt. D. A. Grout, providing for the selection of textbooks by the teaching staff. Under the new plan, agents will meet the teachers after school hours, at which time the books of the different publishers will be presented and their uses explained. The teachers are permitted to vote on the books to be used in their respective grades.

Steubenville, O. A controversy has been started over the question of publicity in the conduct and control of school affairs. One member of the board favors full publicity of all board affairs and asks that teachers and the public be informed on all matters of school procedure.

(Continued on Page 62)



Let "Circle A" Protect Your Community Against School-Building Shortage

Schools erected within less than twenty-four hours after the arrival of the building material—that is what "Circle A" has accomplished in cities, towns and country districts. Why then should *your* community go on enduring the inconvenience and expense of a school-building shortage?

Factory built in interchangeable units uniformly three feet wide, "Circle A" Schools are ready for immediate shipment. The units—flooring, walls, doors, windows, blackboards, ceilings and roof sections—are complete to the last detail. There is no painting to be done, no hardware to be attached, no nailing required; simply bolt the units together, the only tools needed being a hammer, a wrench and a screw-driver.

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THE STUDY PERIOD. The illustration below shows the use of the "Empire"
Chair Desk during the study period. Note the comfort of the pupils at work.



PATENTED Aug. 22, 1911
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Empire Seating Company, :

e a Adjustable Chair Desk

Permits a Flexibility of Arrangement Almost Unlimited

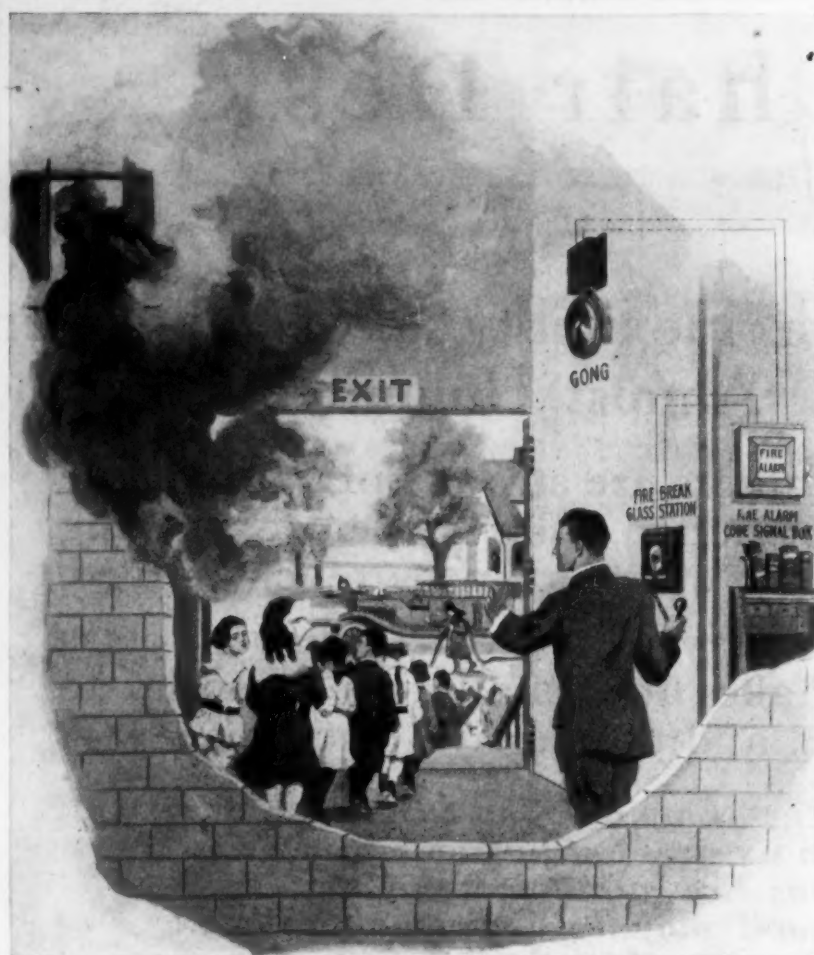
Adjustments are strong but very simple in construction, easy to operate, nothing to get out of order—no wrench needed. Adaptability to a great variety of class uses makes its installation essential to efficient and progressive teaching.

The "Empire" Chair Desk is made in six sizes to fit various grades and has five adjustments so that each pupil may be individually fitted.

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Winter a Dangerous Time in Schools

When zero weather comes and heating systems are forced the most dangerous period for school fires arrives and the time when you and your teachers realize keenly the lack of adequate fire alarm protection.

There is no excuse for jeopardizing the lives of your school children under hazardous conditions when an efficient Standard Fire Alarm System can be installed at moderate cost.

Standard Electric Fire Alarm Systems can be arranged to operate from break glass stations or push buttons, or merely from one station in the principal's office. They furnish a distinctive alarm signal by which the children, regularly drilled can pass out of the building without panic. They can be readily adapted to all types of buildings.

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Columbus, Ohio

Essex Bldg.
Minneapolis, Minn.

(Continued from Page 58)

The judge of the Common Pleas Court of Philadelphia will shortly appoint a successor to Mr. Edwin Wolf, president of the board of education. It is considered not improbable that a woman will be appointed. The names of four candidates for membership have been presented for approval.

Plans have been made for the organization of a state association of school boards and trustees of New York State. The association has for its purpose the giving of opportunity to members to have a direct hand in framing legislation governing the schools of the state. In the past, the state education department has rendered decisions and passed laws governing boards of education in which the boards themselves had no voice or representation, even tho they were compelled to execute the laws according to individual interpretation, and consistent with the means at their disposal. The plan has the approval of every department of the state education department.

The American Legion at Spokane, Wash., in a recent resolution, criticizes the action of the board in dismissing C. I. Carpenter, an ex-service man, from the position of building superintendent.

St. Louis, Mo. The school board has prohibited students from forming or joining secret organizations while they remain in attendance at high school. The board condemns the organizations because they are undemocratic, undesirable and injurious to the life of the school.

The school board of Huron, S. D., has won in the suit brought by Mr. Frederick L. Whitney for recovery of \$238.91, the amount which he claimed was due him for services rendered for the last month's work as superintendent. The decision disposes of a controversy which has been carried on for nearly a year.

The Milwaukee Board of School Directors has adopted a rule providing that all programs for entertainments, or celebrations of any kind in the public schools, must originate within the school system. Programs other than those above mentioned may be used, after they have been approved by the superintendent. Programs so ap-

proved must be distributed to the various schools from the superintendent's office.

State Supt. T. E. Johnson of Michigan, speaking recently before the State Grange Meeting, argued for a county unit system for rural schools in order that better standards may be maintained and better teachers employed.

Chicago Heights, Ill. The school board has entered upon a definite building schedule covering a period of several years. Four sites have been purchased and an addition is in course of erection at the Garfield School. The board plans to call an election at which the voters will be asked to vote the necessary bonds for two additional buildings.

The annual convention of the National Association of School Accounting and Business Officials of Public Schools will be held May 18, 19 and 20, 1920, at Minneapolis, Minn. The program is being prepared.

Assistant Commissioner John Enright of New Jersey has rendered a decision to the effect that the board of education of North Hanover Township, Burlington County, acted clearly in violation of the law and misappropriated school moneys when it ordered paid to Mr. Edward Harrison \$270 for the education of his two daughters. The North Hanover board has been ordered to collect at once the \$270 from Mr. Harrison and to return \$205 of this amount to the county collector of Burlington County.

Mr. Harrison was a member of the board during the school years 1916-17 and 1917-18. He was charged with having been illegally paid the sum of \$130 for tuition and transportation in 1917, and \$140 for the year 1918.

The school board of Harrisburg, Pa., has taken steps to make its executive meetings brief and businesslike. In the future, meetings will be held once a month, at four o'clock, on the third Friday of the month. Unnecessary and inconsequential talk is to be eliminated and reports of departmental heads are to be forwarded to the directors in advance of the scheduled meeting.

Holyoke, Mass. The school board has recently refused a request of the janitors for a fifteen per cent increase in salary. It has been shown that the janitors have received a war bonus of \$300 which has since become permanent, and a further

increase of \$300 in September.

The judges of the common pleas court of Philadelphia have approved the installation of women as members of the local school board. The names of four women have already been suggested as candidates for the school board membership.

As its last official act the 1919 board of directors of the Oakland Chamber of Commerce recommended that the Board of Education of Oakland should take the necessary steps to ascertain legally if money is due to the Oakland School District under the constitutional amendment transferring taxes on public utilities from the counties to the state.

The board further recommended that it also be settled in legal manner whether such money is collectable.

This action was taken at the request of the city interests committee, following the reading of a letter from Ezra Decoto, District Attorney. The directors expressed themselves as appreciating the dilemma in which Decoto finds himself as attorney for the school board and at the same time attorney for the Board of Supervisors and for the taxpayers of the entire county.

Decoto said in his letter that as no court had ever passed on the question he "would gladly facilitate a test case, which seemed the logical procedure." He also suggests that in view of his peculiar position, the Board of Education employ special counsel.

The school controversy over memberships in the school board at Clarksville, Ind., has been settled by a compromise thru which one member of each faction remains on the board. Mr. Frank Coyle gave up his seat to Mr. George Cole and Mr. William Wenning gave way to Mr. William Clegg. The controversy caused the resignation of the principal and held up the salaries of the teachers.

Enid, Okla. Following an edict of the board, fifteen boys in the high school have relinquished their memberships in secret societies. In doing so, the boys registered their protest against the other secret clubs, one of which is a girls' society.

Miss Sara A. Weidner, principal of the Halle-

(Concluded on Page 64)



The Ideal of Modern School Ventilation

There is an ideal of modern school ventilation today and that is to reproduce in the schoolroom, wherever it may be, the same air conditions that prevail in the open country on a balmy day in June.

It requires no great stretch of imagination to visualize all that it means to pupils in schools to spend their school hours, at all times, under such conditions. Their school work and their health quickly reflect the benefits.

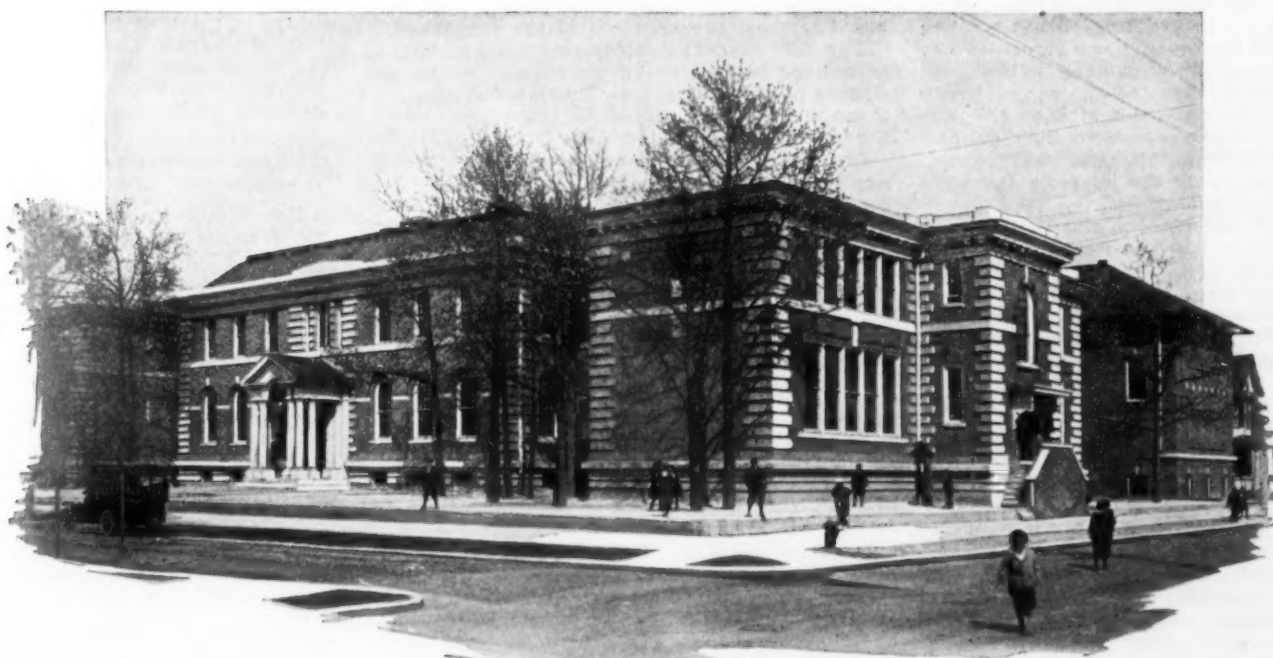
Today large and small schools in the city and country districts are being equipped with "Sirocco" products. It is not merely a question of mechanical ventilation but by a particular method which gives results. "Sirocco" equipment enables engineers to accurately control the temperature, humidity and movement of the air that has been washed and cleansed before being conditioned.

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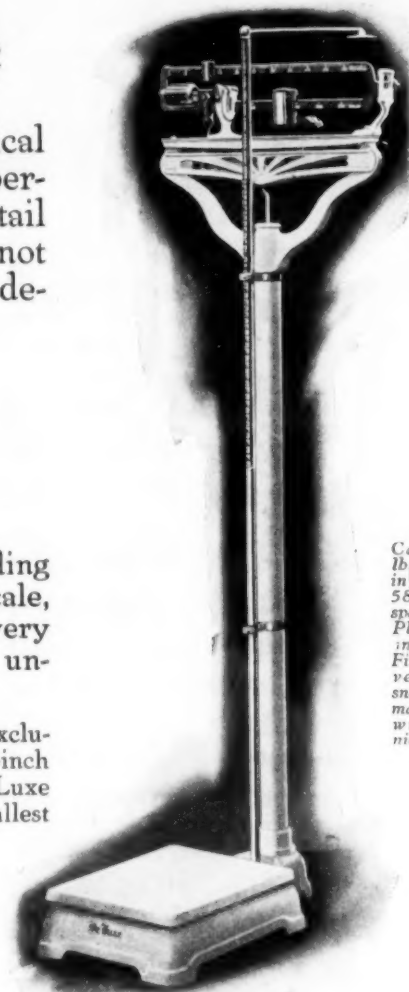
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Showing the improved full-capacity measuring device (an exclusive De Luxe feature). Marked in legible, easy-reading $\frac{1}{4}$ -inch graduations, from 2 feet 6 inches to 6 feet 6 inches, the De Luxe will accurately and quickly measure the smallest child or tallest adult—a feature which has heretofore been impossible with the old-fashioned, complicated "measuring-rods."

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ESTABLISHED 1863
MASON, DAVIS & CO.
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Capacity, 300 lbs., graduated in $\frac{1}{4}$ -lbs. Height, 58 in.; Floor space, 13x24 in.; Platform, 10 $\frac{1}{2}$ in. x 13 $\frac{1}{2}$ in. Finished in silver-gray or snow-white permanent enamel with heavily nicked trim.

(Concluded from Page 62)

well School at Philadelphia, Pa., for several years, has presented her resignation to the board. The action followed a controversy with the janitor over the matter as to whose authority was highest. Miss Weidner's request that the janitor be transferred to another building has been ignored and the charge has been made that political backing prevents action being taken against the janitor.

Dubuque, Ia. The board of education has recently adopted a policy granting official recognition to high school fraternities and sororities and providing for the regulation and restriction of all school organizations. The board while authorizing temporarily the existence of such fraternities and sororities, reserves to itself the right and the privilege of revoking the sanction granted, whenever in its judgment the interests and well-being of the school demand it.

Mr. Edwin Wolf, president of the Philadelphia board of education, resigned in January following a stormy meeting at which department heads for the school system were elected. Mr. Wolf objected to the election of one department head and declared his inability to act as legislative head of the school system without competent executives in departments. Mr. Wolf had been a member of the board for nearly twenty years and during the past year has been president.

The incident brought to the fore the need of a thorough investigation of the several departments and of the general methods and policies of administration. Expression was given to a repeated call for a survey.

Los Angeles, Calif. The board of education has recently passed a resolution discountenancing any affiliation of teachers' organizations with the American Federation of Labor. The board insists that all propaganda for the formation of a union of teachers shall cease and requests that charters held by any group of teachers be surrendered. The board holds that its attitude should not be construed as applying to teachers who hold membership in a craft of their own trade, where such membership does not interfere with the efficiency of the teacher.

Supt. A. F. Mace of Jonesboro, Ark., has resigned to accept a position at Atlanta, Ga.

Bridgeport, Conn. The city's financial condition has made it necessary to dispense with the \$2,500,000 school building program. It is estimated that between \$400,000 and \$500,000 will be at the disposal of the board.

The board of education of San Diego, Calif., has asked Supt. H. C. Johnson to make a survey of the improvements needed in the school system. A reduction of \$700,000 in the bond issue is proposed to meet the approval of the taxpayers.

The city council of Haverhill, Mass., has accepted the legislative act providing for the pensioning of school janitors. The law provides that a janitor who has served 25 years may receive a pension not exceeding \$500.

Cincinnati, O. The school board was given an unpleasant surprise recently when it invited bids for janitor service in the new East Side High School. The bids submitted ranged from \$129 up to \$249 a day, and most of them were above \$200 a day. At the lowest bid of \$129 per day, the cost for 313 working days would reach \$40,377. The board has already spent \$60 a day for cleaning service in the school, which is still uncompleted.

PERSONAL NEWS OF SCHOOL OFFICIALS.

Mr. Perry Smith has been appointed as superintendent of buildings at Dayton, O.

Mr. Charles H. Martel has been re-elected clerk of the board of education at Manchester, N. H., for his tenth term.

Mr. Ransome Hamill has been elected treasurer of the board at Guthrie, Okla.

Miss Antoinette Vonasek has been appointed janitress-engineer of Public School 38, Borough of Bronx, New York City. Miss Vonasek is the only licensed woman engineer in the state and has successfully passed the test with a percentage of 85.

Mr. Joseph Hutchinson has been appointed utility man for the school board of Allentown, Pa. The new official will work under the direction of the building superintendent.

Mr. Frank J. Williamson has been appointed

superintendent of buildings for the board of education at Spokane, Wash. He succeeds Mr. C. I. Carpenter.

Mr. Samuel D. Jones has been re-elected business manager of the public schools of Louisville, Ky., for a four-year period. The reappointment carries with it a substantial increase in salary.

Mr. Harry D. Baker of Urbana, O., has been re-elected as clerk of the board for a two-year term. The reappointment carries with it a substantial increase in salary.

Mr. Richard J. Lane has been elected chairman of the Boston School Committee, to succeed Michael H. Sullivan. The latter has been elected treasurer of the committee.

Mr. Ernest L. Crandell has been elected Director of Lectures of the New York City Schools, to succeed the late Dr. Henry M. Leipsziger.

Mr. Frank P. Goodwin, director of the department of civics and community and night schools of Cincinnati, has resigned. Mr. Goodwin has become director of the civic department of the Cincinnati Chamber of Commerce.

Dr. John Van Schaick has been nominated as a member of the board of commissioners at Washington, D. C., to succeed Mr. W. G. Gardner. Dr. Van Schaick is a graduate of Union College and of Lawrence College.

L. K. Foster, for thirteen years a member of the school board at Arlington, Mass., has resigned. Mr. Foster also served as secretary.

Dayton, O. Mr. Perry A. Smith has been re-appointed superintendent of buildings for the next two years, at a salary of \$2,520.

Mr. Robert E. Barber, for the past fifteen months business manager of the schools of Highland Park, Mich., has resigned to devote his entire time to the practice of law. Mr. Barber is succeeded by Mr. Ray A. Palmer of Grand Rapids.

Mrs. Charles A. Perkins has been re-elected president of the board of education in Knoxville, Tenn., for a third term. In accepting the office, Mrs. Perkins pledged herself to continue her efforts in behalf of the schools.

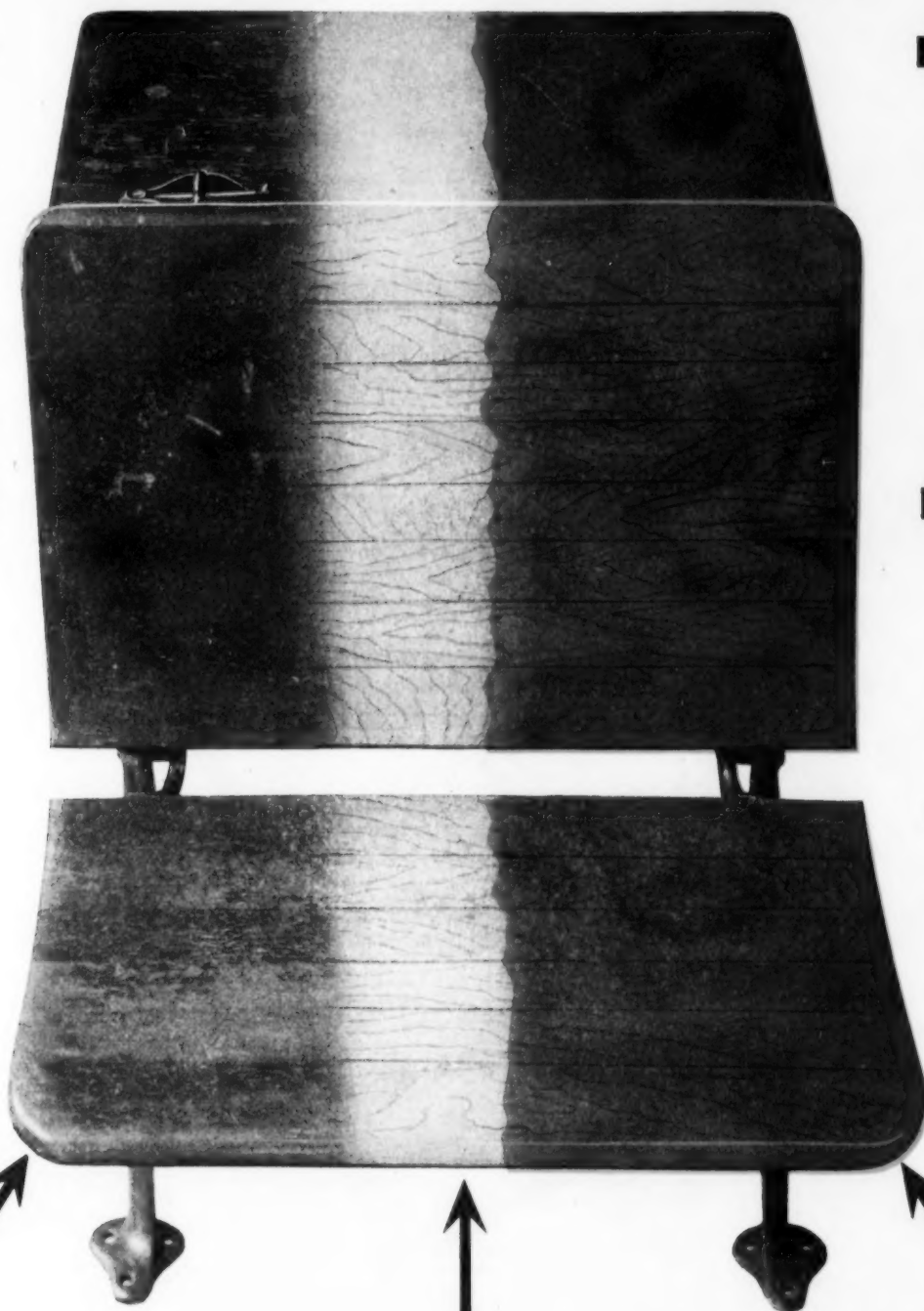
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**Can Do It
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The above illustration, made from a photograph, shows a school desk in the three stages of refinishing. The strip at the left shows the scars and mars, the filth and grime, that covered the entire desk—a fair example of the condition of the average desk after a few years' use in the school-room.

The center strip shows how the "BATH" of the "CASMIRE PROCESS" removes every trace and particle of dirt, also the old paint or varnish, leaving the wood in its natural color absolutely free from all germs and impurities, clean and sanitary, ready for the next step in the "PROCESS."

The strip at the right shows the beauty of the finish possible when the desk has been cleaned and renovated by the "CASMIRE PROCESS" and refinished with National Wood Renovating Company's Wood Finishes—a new desk made out of an old one that was ready for the junk man—at a saving of several dollars.

A Beautiful New Book—"Facts and Figures"

Sent Free to School Boards, interestingly tells HOW the "*Casmire Process*" works such wonderful transformations—making old desks as good as new

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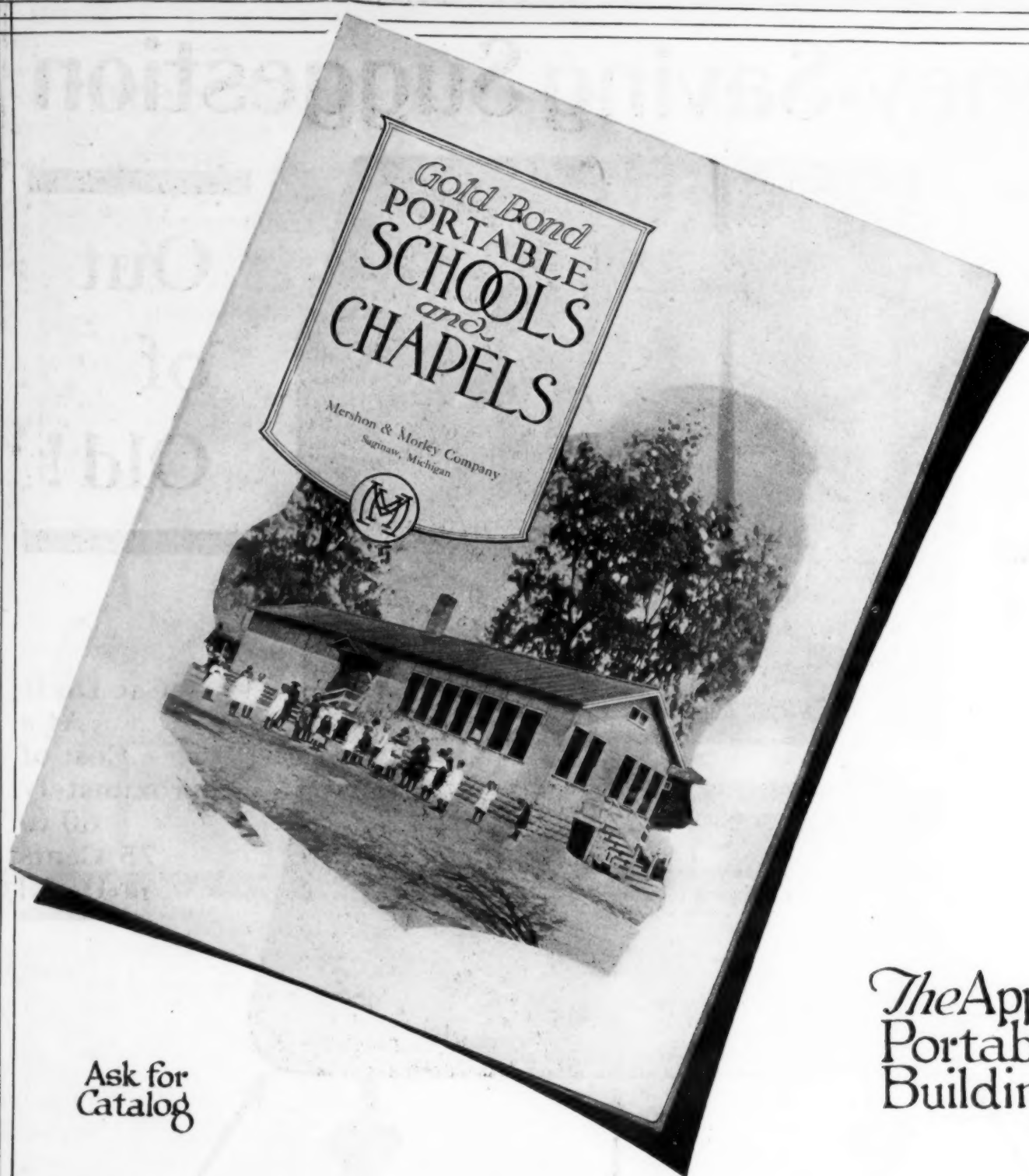
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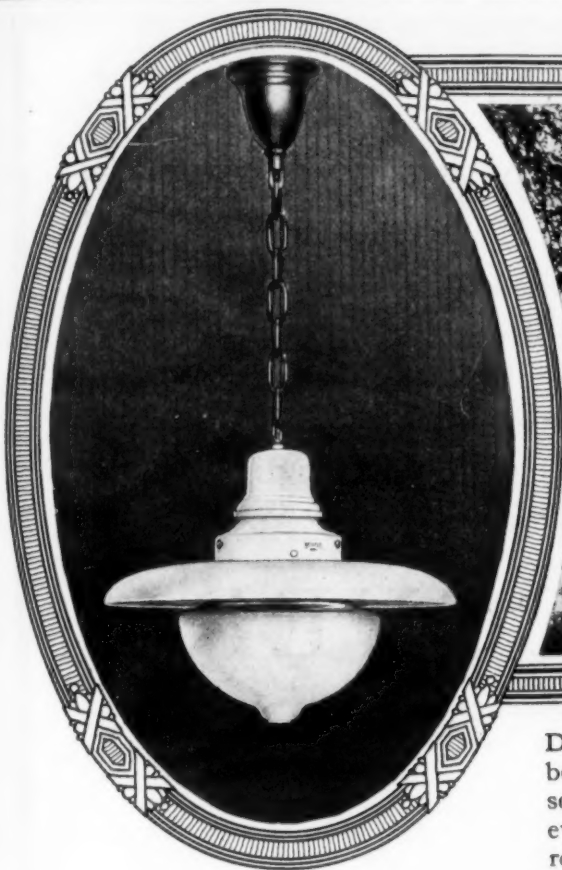
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THE SUPERINTENDENT OF SCHOOLS.

In the Educational News Bulletin, Supt. C. P. Cary, of Wisconsin, writes as follows:

"Some one, J. M. Rice, I think, has said that a city has a good system of schools when it has a good superintendent and a poor system of schools when it has a poor superintendent. No matter who said it, it is essentially true. A good superintendent is an educational leader; he is not a good superintendent if he is not. An educational leader, either in city or county, will have much to say about who shall teach and who shall not in the schools under his supervision. He must be at least fairly skillful in selecting good teachers. He will manage in some way to get rid of the poorest ones already in the system, and will pay a little more than the average salaries so that he can have his pick from among the best instead of the mediocre. He will develop an *esprit de corps* that will make teaching in the city a pleasure and a stimulus to greater educational proficiency.

Teaching under such circumstances becomes a professional education of a high order and those who have had experience in such an environment are always sought after, because other superintendents want them as a leaven in their own systems. Take as an illustration known the country over, Kendall and the schools of Indianapolis some years ago. A certain little city of 5,000 population has for twenty-five years been known in the state in which it is situated as a place to go for the best teachers in the state. Somebody had put it on the map.

The same thing is found in country schools. I could take the reader to counties where the ma-

terial conditions seem unfavorable, yet because of an active county superintendent the schools are among the best of their kind in the state. I could just as easily take the reader to other more favorably situated counties in which the schools are at ebb tide, chiefly because the county superintendent is as dead as a salt mackerel or deathly afraid of the cars. The more the observer acquaints himself with the facts in the case the more he will be convinced, I am sure, that as is the superintendent so are the schools. This is not to ignore or to minimize the value of the good teacher. The very point of it all is that a good superintendent will have good teachers, will make life worth while in a professional way for them, will secure their aid and co-operation, will fight their battles, if need be, with the board or with the public, even on matters of salary. But no matter what his fight—and no good superintendent can possibly escape almost constant fighting of some sort—he must remember that back of it all and always are the children. He is their guardian. It is all for them and for the generation in which they will be the moving spirits. Simple fact—not mere sentiment.

Some weak superintendents will say that such talk about the efficiency of the superintendent or principal is all right in theory but that in his community it will not work, because the public will not permit him to do anything. After such a man will come—soon it is to be hoped—another who will report the community eager for good schools and ready to support them. It is not in our stars, but in ourselves.

NEWS OF THE SUPERINTENDENTS.

Following the formation of the Indiana Schoolmen's Club, made up of a limited number of Indiana superintendents, the South Central Superintendents of Schools Research Club was formed at a recent meeting at Bedford, Ind. Among the members of the new organization are the following superintendents: Fred Bourne, of Spencer, Ind.; Edwin C. Dodson, of Greencastle; Willis Holman, of Martinsville; E. E. Ramsay, Bloomington; Charles P. Kellar, Brazil; J. H. Shipp, Mitchell; R. N. Tirey, Washington; L. L. Hoover, Orleans; E. W. Montgomery, Bedford.

The Indiana Schoolmen's Club, of which J. B. Stone, of Purdue University, is president, holds monthly meetings at Indianapolis, discussing all questions having to do with the development of the public school system of the state. Its membership has been limited, in order that the club may be kept elastic and easily handled.

Deploing the fact that there are many thousands of children in California who do not attend school, Superintendent of Public Instruction Will C. Wood has written to the Executive Committee of the American Legion of California asking their assistance in the matter.

"A large percentage of these children are of foreign parentage," says Wood, "so they do not get real Americanism at home. They follow the fruit from April to December, consequently they are not in school. Or they work in the cotton fields.

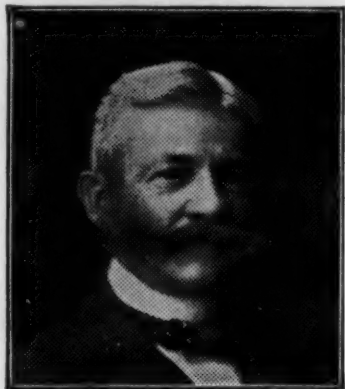
"We want the help of the American Legion in backing up the local attendance officers by creating loyal sentiment, which will cause juries to convict violators of the compulsory education law and child labor laws where convictions are deserved."

Wood also suggests that the American Legion can render invaluable aid by insisting that in regions where school facilities are inadequate and where public funds are not available for the employment of extra teachers during the busy season, the employers "who are reaping bountiful and precious crops shall furnish the children with educational advantages. These employers should be expected to donate to the school district a sufficient amount to take care of the education of the children where the funds are not sufficient."

The state official asserts children are exploited by parents and "in many instances by the employers."

Wood declares that Bolshevism and I. W. W.ism does not secure recruits from the public schools and that the school system has not failed when it has been given a chance.

The interpost council of the American Legion of Imperial county, in a letter to Will C. Wood, has recommended that 100 per cent AMERICANISM be taught to all pupils in the public schools for forty-five minutes each week; that no pupil



The Higher the Cost of Books THE GREATER THE NEED OF PROTECTION

The constantly rising cost of textbooks now leaves the conscientious school board no choice in the matter of protection for the books. If the taxpayer's interests are to be considered they must be protected; the only question is what protection shall be given them.

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be allowed to leave the sixth grade until he or she is able to recite the national anthem from memory, and that salutes to the flag be taught to pupils just as they are in the military service.

Supt. Wood replied to the effect that splendid service to Americanism would be rendered by the council if they would insist that all children be required to attend school in Imperial county. At the present time there are hundreds of children of school age not receiving an education.

Georgiana Carden, attendance agent, after returning to Sacramento from Imperial Valley, reported that in one school, twelve children were compelled to sit on the floor, as all other space was utilized.

The Ohio State Board of Education, at a recent meeting held in Columbus, appointed a committee to prepare a resolution recommending to the joint legislative committee on administrative organization that provision be made for a state board having general administration over all the educational institutions and activities of the state.

This is one of the few cases on record where an existing board has asked to be legislated out of existence and its membership terminated in order that another board may be created with larger powers and more adequate service to the state.

A. C. Olney, State Commissioner of Secondary Schools for California, announced recently, following a conference with members of the State Board of Education at Sacramento, that he has completed plans for a campaign to break up high school fraternities, said to be flourishing in defiance of law.

Students who persist in retaining memberships in high school organizations barred by the statutes, will be denied admittance, when they enter college, to Greek letter societies, according to Olney's plans.

Influence is being quietly brought to bear in Indiana to change the existing order of things, transferring buying power from the township trustees into the hands of the county superintendent of schools. The change will not be brought about without a fight, however. The Indiana State Association of Township Trustees held its twenty-ninth annual convention in Indianapolis recently, and reiterated its belief that

the trustees in each county are more capable in the matter of buying supplies than the superintendents, "because of local conditions."

However, members of the State Board of Education favor the change of authority. Under the present system, it is pointed out, it is almost impossible to fix responsibility for any defects in the school system. The sway of county superintendents is largely confined to the examination of teachers, selected by the trustees, the administration of study courses and inspection of the school work. Superintendents are handicapped by this dual administration, and could be made absolutely responsible for the entire educational program and results attained, if they were given the authority proposed.

Under the direction of State Supt. Thomas E. Finegan, the Department of Public Instruction of Pennsylvania has been divided into three departments. The elementary division will be in charge of Dr. Finegan, the one in higher education will be under Dr. J. George Becht, and that in secondary education will be taken care of by Dr. W. D. Lewis.

It is the purpose of the education department to bring every college and university in the state into close co-operation with the work of the department, and to make it possible for higher learning to exert a vital influence on the entire public school system.

The first step in county vocational supervision in compliance with the act of 1919, has been taken with the appointment of ten such officials.

At the recent convention of the School Boards and Trustees of New York State, held at Auburn, steps were taken to fight the efforts of the State Conference of Mayors to obtain home rule for cities in educational matters. It was unanimously agreed to demand that education be made a state function, including the control of the budget.

Consolidation of two senior high schools at Lynn, Mass., has been recommended by the State Board of Education in a report of the study of needs of the school system. The state experts do not appear to recognize the necessity for the continuance of the two schools and they declare that the system would be more efficient by a consolidation into one institution.

Supt. S. J. Slawson, of Bridgeport, Conn., in a recent communication, points to the need of prolonging the school year so that children may advance more rapidly during the time they are in school. Mr. Slawson argues for the all-year school plan and declares that it will prove of immense benefit to children who must leave school early to enter an occupation.

The school board of Louisville, Ky., has adopted a ten months' school session. The increase in the school year has been made possible thru an increase in the tax levy which has been given by the general council.

A reorganization of the State Education Department of Kentucky is proposed under a constitutional amendment, making the state superintendency an appointive rather than an elective office. The general assembly is to be given authority to prescribe the method of distributing the state school fund for the pay of city and county teachers.

It is proposed that the governor shall appoint a bi-partisan state board for a term of eight years; the terms of the members will be so arranged that no governor may be able to control the board.

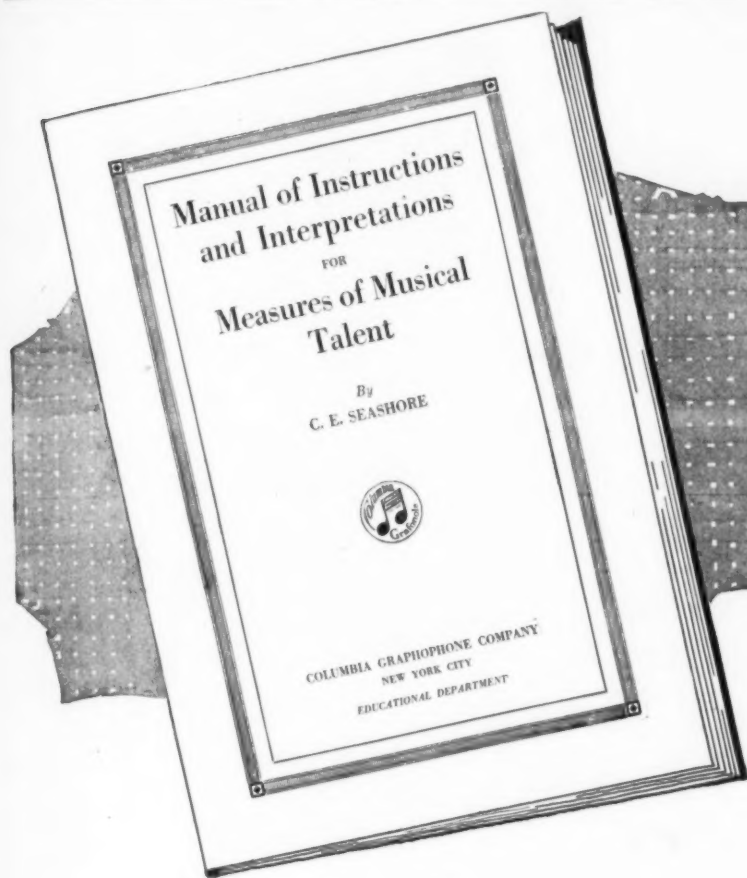
The state board will elect the state superintendent, who will receive sufficient salary to interest one of the best educators to be found in the country.

Technical qualifications will also be attached to certain of the clerical force in the department.

The county reorganization bill provides for a county superintendent of technical qualifications and holding a certificate of administration and supervision from the state department. The county board will be composed of five members from the county at large, outside the cities of the first four classes on a non-partisan ticket. The board will elect all principals and teachers and a trustee for each district, and will have the right to delimit the districts, with a minimum of forty pupils in each district and to consolidate districts.

A minimum tax rate of thirty cents and a poll tax of one dollar for schools, and a minimum wage of \$75 a month for teachers are included in the county bill.

(Continued on Page 71)



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The departments of Education of the Universities, and Public School Superintendents have adopted the Seashore tests as doing for public school music what the Thorndike Scales do for Handwriting, the Courtis Scales do for Arithmetic and Reading, the Ayres Scales do for Spelling, and the Harvard-Newton Scales do for Composition.

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A complimentary copy of the Manual of Instructions will be sent upon request; and any Columbia dealer will gladly place a Grafonola and Pushmobile with a number of Educational Records in your School on trial, without cost or obligation to you, so that you may prove, to your own satisfaction, what great service Columbia material may do in your schools.



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Either Oak or Mahogany.

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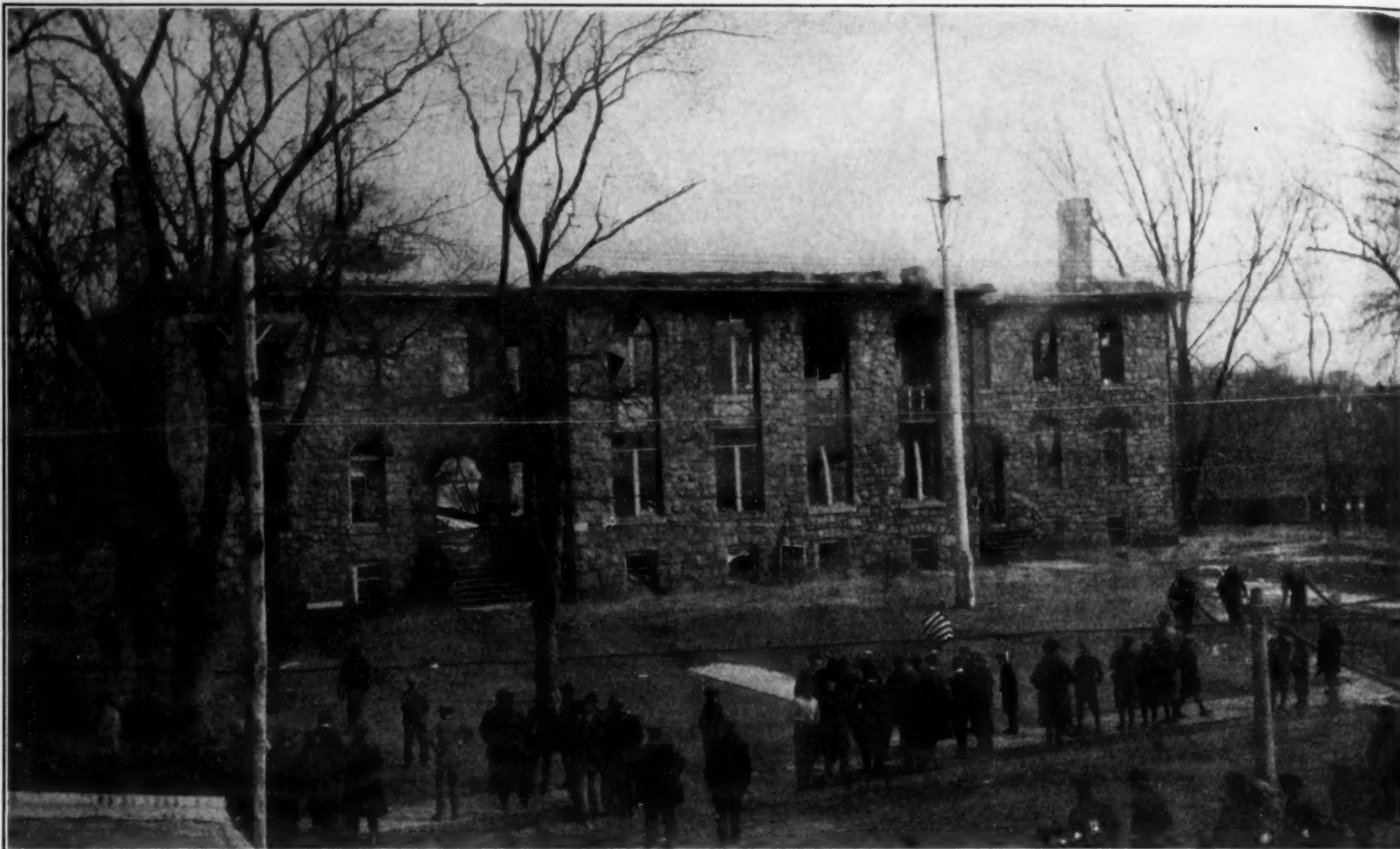
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A school building burns every day—21,000,000 children are in schools.

Modern educational methods with chemical laboratories, domestic science kitchens and manual training shops multiply the fire hazards.

School officials are responsible for the safety of school children. What are you, as a school official, doing to protect the children in your care? All fires are small fires first and a fire put out at the start cannot cause a panic or do much damage. With a Pyrene one quart extinguisher in every room and a Guardene soda and acid extinguisher in every hallway, any fire can be put out at the start. You can buy Pyrene and Guardene from dealers in your town.

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Write for catalog of other fire appliances or our booklet - Making Schools Safe From Fire, or we will be glad to send upon request a representative to look over your school buildings and consult with you upon their fire protection requirements.



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(Continued from Page 68)

Paris, Ill. The school board has approved the inauguration of the mid-year promotional system in the schools. About fifty grade students entered the high school in January in compliance with the new order.

The position of general agent for the unorganized territory school system of Maine is being successfully filled by Mr. Adelbert W. Gordon, who is serving his fifth year in the work. The position is one that is no less unique and distinctive as an educational official than the system itself. Among the duties are the employment of teachers, general supervision of the schools, direction of transportation and board of children, purchase of textbooks and supplies, establishing schools, erection and repair of buildings, location and purchase of school lots, enforcement of truancy and child labor regulations, collection of school taxes and final approval and responsibility for all bills.

The general agent is assisted in the supervisory work by two assistants known as helping teachers, their special duty being to visit schools and report to him. The assistant teachers are normal-trained teachers who in addition to successful experience, have had the benefit of the special course given under the direction of State Supt. A. O. Thomas and known as the educational Plattsburg. This year it is planned to have five such teachers, each of whom will be in charge of the supervisory work in a certain section of the unorganized territory.

Two other teachers are employed as lighthouse teachers. They are employed to visit the light stations along the coast and to look after the education of the children living there. One teacher has charge of the stations on the eastern coast and the other of those on the western coast of the state.

State Commissioner John H. Finley of New York State has approved home rule for the schools, with financial independence on the part of the school boards, separate tax rolls and assessments for education purposes and direct responsibility of the boards to the people of the districts. Dr. Finley declares that boards of education and other independent organizations interested in the schools, should forcibly protest

against any proposed interference with the existing independent control and management of the school organizations. City and union free school districts should be left in control, as they now are, of teachers' salaries and positions, to the end that there may be an independent board for the adjustment of claims and grievances.

The city commission of Knoxville, Tenn., has been asked to approve an ordinance permitting the superintendent of schools to be employed for a three-year term, instead of one year, as formerly. It is held that one year is too short a time for a superintendent to familiarize himself with conditions in the schools, the locations and the duties of the office.

The Board of Regents of the State of New York has accepted the school credits of the evening high schools of New York on the same par with day school credits.

A unique organization in the New York City school system is the Harmony Committee. The object of the committee is to conciliate the body of teachers by investigating their grievances and securing remedies, and its spirit is of the altruistic kind. The committee is not an official body and is without the powers of the ordinary body.

The Harmony Committee is the outgrowth of informal conferences of some principals of the east side schools. At meetings every day, they exchanged news and suggestions about the increasing exodus of teachers from the schools and quickly realized how dangerous the situation had become.

Up to the present the committee has worked well and has earned its name. The chief remedy as the committee now sees the situation, is to obtain substantial increases in salaries. The leaders in studying the condition of the schools are convinced that there are now two objects to be attained; salaries for entrants that shall attract more capable teachers to the system, and pay that shall be a reward for teachers and supervisors who have remained loyal to the schools.

Application of the army psychological tests to teachers has recently been undertaken by the Pittsburgh board of education. In order that the lessons learned in the army may be promptly applied in the educational field, the board of educa-

tion has made a study of the value of each teacher to the public-school system, so that ambitious teachers may be able to clearly prove the quality and quantity of the service they are capable of rendering.

The Alpha test is the first step because it enables each teacher or prospective teacher to demonstrate native ability in accordance with the latest approved government standard for the measurement of intelligence.

The better evaluation of other elements such as professional knowledge, attitude, and technique will naturally follow.

It should be possible for a teacher to receive a certificate based upon the government's experience during the war, showing her intellectual status and the degree of success of her work as a teacher. The certification should, of course, not be based upon a personal judgment or a single estimate, but should be a composite resultant, including the known factors entering into the success of a teacher. These factors are indicated in the following suggested list:

1. The alpha or army intelligence test.
2. A rating for teachers based upon a composite of judgments made by principal, supervisor, director, and superintendent, adapting the rating scale used for officers in the army.
3. A set of diagnostic questions the answers to which will indicate the teacher's professional knowledge.
4. A self-rating scale for teachers by which she may place her own estimate upon her own ability.
5. An analysis of the records in each individual case, consisting of,
 - (a) Preparation for service
 - (b) Achievement in service; specific success in teaching pupils
 - (c) Previous relation, if any, of salary to service.

Opinions on the plan are solicited from interested educators, covering the following points: (1) Modifications of the tentative procedure; (2) Educational factors or indices susceptible of measurement; (3) Information regarding previous similar or contemporary attempts to establish a just relation between salary and service rendered.



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PERSONAL NEWS of SUPERINTENDENTS

PITTSBURGH'S FORMER ASSOCIATE SUPERINTENDENT TAKES UP RED CROSS TASK.

Eight years of dealing with multiple and multifarious problems affecting children of a great city have prepared Mr. C. H. Garwood, new European Director for the Junior American Red Cross, to cope with a task so immense that to most men it would be overwhelming.

As former associate superintendent of the city schools of Pittsburgh, he already knows much about providing for the needs of children, and about executive functioning upon what would ordinarily be regarded as a very large scale.

But he has now to consider almost every kind of need of the children of all the allied and associated powers which stand in need of outside help on a large scale. The Juniors of America are entrusting him with the direction of the aid they will provide for the children of Czecho-Slovakia, Belgium, Italy, Albania, Serbia, Montenegro, Poland, and other parts of Europe where child life has been blighted by four years of war.

There can be no question, however, that the healthy, broad-visioned optimism which those of Mr. Garwood's educational associates who have had personal contact with him know so well, will carry him over all obstacles and assure the success of his great mission—nothing less than to direct the efforts of all America's children to save the children of all the needy allied countries of Europe for future health and happiness.

PERSONAL NEWS OF SUPERIN- TENDENTS.

Supt. Frank N. Mitchell has been re-elected at Poplar, Mont., with a salary of \$3,000.

Supt. Martin of Deming, N. Mex., has been re-

elected for the next two years, at a salary of \$3,400 for the first year and \$3,600 for the second year.

Supt. I. F. King of Coldwater, Mich., has been elected president of the Southern Michigan Superintendents and Principals' Round Table. Supt. Roy S. Head, of Hudson, was elected secretary-treasurer.

Homer Long, for four years superintendent of schools at Madison, Ind., died at his home in that city on January 10, of paralysis. Mr. Long was principal of the high school at Madison prior to his promotion to the superintendency.

Mr. Albert L. Cook has accepted the superintendency of the Stanton (Mich.) Union Schools, and of the Montcalm County Normal School, at Stanton, for a seventh year. The reappointment carries with it a substantial increase in salary.

Supt. A. F. Nace of Jonesboro, Tenn., has resigned to accept a position in Atlanta, Ga.

Supt. D. Walter Potts, of East St. Louis, Ill., has been appointed a trustee of the Illinois Teachers' Pension and Retirement Fund, for a period of three years.

Supt. J. A. Roberts, of Beresford, S. D., has resigned to enter chauteauqua work. Mr. Roberts is succeeded by Mr. Fred R. Platt of Fargo.

Mr. John F. Gannon, of Worcester, Mass., has been elected superintendent of schools at Pittsfield, at a salary of \$5,000.

Mr. H. C. Knight, of Townsend, Mass., has been elected superintendent of schools at Littleton.

Mr. Sidney Pickens, of Batesville, Ark., is serving his eleventh year as head of the public schools. Mr. Pickens has served on the State Board of Education since 1914, and is a member of the summer school staff of the University of Arkansas.

Philadelphia, Pa. The board of education has reelected Dr. John P. Garber as superintendent of schools, Mr. John D. Cassell as superintendent of buildings, and Mr. John M. Walton as school controller. Mr. Mahlon L. Savage has been elected superintendent of school supplies.

Miss Sarah L. Messner, secretary of the school board at Sunbury, Pa., recently resigned her position. Miss Messner is now Mrs. Ralph L. Berry.

Supt. E. H. Babcock of Fremont, Mich., has been re-elected for the next two years.

Supt. John F. Gannon, who recently accepted the superintendency at Pittsfield, Mass., was given a farewell reception by his co-workers in the schools of Worcester. Six hundred men and women were present.

Mr. Geo. T. Norris of Kingfisher, Okla., has been elected superintendent of schools at Cherokee, to succeed T. E. Bartlett, resigned.

Supt. Ernest W. Robinson of Fitchburg, Mass., has been re-elected at an increased salary.

Mr. J. C. Mitchell has been elected superintendent of schools at Holdrege, Neb., to succeed Dell Gibson.

Mr. Frank H. Hill has accepted the superintendency at Marblehead, Mass.

Mr. V. O. Gilbert, formerly state superintendent of instruction for Kentucky, was recently given a silver service by the county superintendents as a farewell gift. Mr. Gilbert, who goes to Louisville to engage in business, is succeeded by Mr. George C. Colvin.

Miss Jennie Fash, of New York City, who has completed 52 years of continuous service in one school, has been placed on the retired list by the board. Miss Fash, who is 70 years old, is still in good health and is still capable of performing her duties. During her long service she was absent only once and held a perfect record for promptness. Miss Fash began her teaching career in 1867 and during that time taught 40,000 children. Three generations of one family came under her influence.

Prof. R. W. Fairchild, of the Stevens Point Normal School, has been elected superintendent of schools at Fond du Lac, Wis., succeeding J. E. Roberts. Mr. Fairchild entered upon his duties February first.

Prof. Fairchild is a graduate of the University of Illinois, Illinois Wesleyan University, and the University of Michigan. His experience of fourteen years covers phases of the educational field such as college and university, city superintendency, high school administrative work, and normal school teaching and administration, in Illinois, Michigan and Wisconsin.



You can't *knock it in*— Let him see it!

How many times have you said—"Don't you *see*, Johnnie?"

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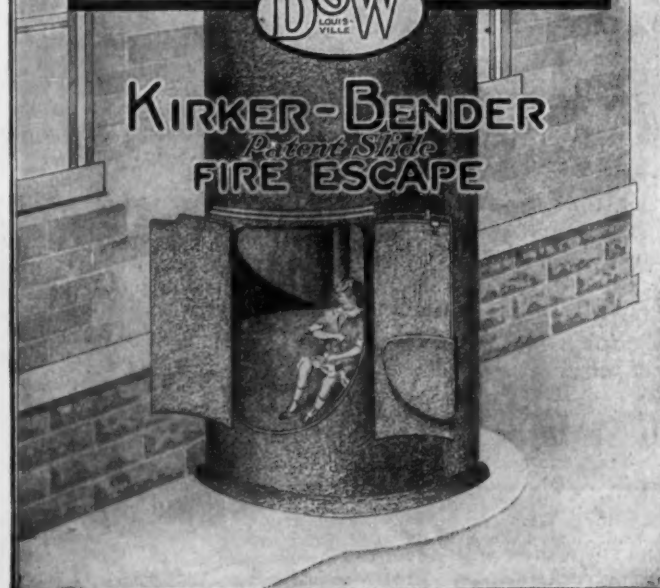
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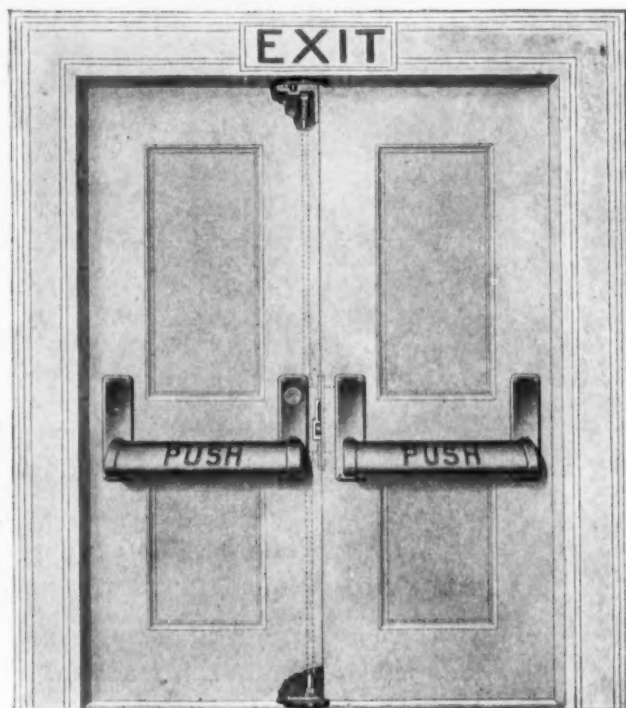
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Safety provided in every point

Quick exit is assured and the construction is such that in operating the push bar the hands or arms cannot be caught between the bar and the door.



These New

SARGENT

Reg. U. S. Pat. Off.

Fire Exit Door Bolts

are attractive in appearance, strong in construction and quick in action.

They have a wide push bar which projects only 2½ inches from the surface of the door, permitting the door to swing wide open so as not to obstruct passage through the doorway. Slight pressure on the bar at any point will release the bolts instantly. All edges and corners on the bars and brackets are carefully rounded, eliminating all possibility of wearing apparel becoming accidentally caught.

Sargent Fire Exit Door Bolts, Locks and Hardware are sold by representative dealers in all cities.

SARGENT & COMPANY, Manufacturers

New Haven, Conn.

New York

Boston

Chicago



PANIC EXIT LOCKS



Active Leaf
(Mortise Type)



Standing Leaf
(Gravity Type)
No Springs



Mortise Type
as used with Single or Double
Doors



Knob Trim
for Outside
of Door



Handle Trim
for Outside
of Door



Combination for Double
Entrance Doors

Allowing the opening or locking
from without, but at all times
ready to open on inside by a
slight touch against crossbar.

A Panic Caused by Fire Results in a Terrible Catastrophe

Therefore to safeguard against such a calamity schools and public buildings should be equipped with "SMITH'S IMPROVED" Panic Exit Locks. The slightest touch against any part of crossbar instantly releases the latches, causing the door to swing outward, thereby providing a ready means of escape. These exit locks can be operated by a small child and they are always positive in action.

"Smith's Improved" are the exit locks that are accepted by numerous school boards, specified by prominent architects and used on some of the largest buildings throughout the country. We make panic exit locks to meet all requirements and conditions, a lock for the largest or smallest door or any kind of door.

Catalogue sent on request. Our prices are within reach and our deliveries are prompt.

FRANK F. SMITH HARDWARE COMPANY

81 TO 85 CLAY STREET, NEWARK, N. J.

BUILDING and FINANCE

A SCORE CARD FOR SCHOOL BUILDINGS.

A score card for judging and rating large city school buildings has been issued by the Bureau of Publications, Teachers College of Columbia University. The score card was prepared by Prof. George D. Strayer and Prof. F. L. Engelhardt and may be utilized in judging existing school buildings and grounds, or in rating the plans of proposed school buildings. The score card may be used in making building surveys of school systems or as a filing record. A distinct advantage accrues from its use because it fixes attention upon all the details of the building.

The obverse of the sheet provides space for such information as cost of land and grading, length, width and area of site, cost of building construction, furniture and equipment, cost of architect's fees, area occupied by building, cubature of building, cost per cubic foot, materials used, type of building, length and width of playground, accessibility of school, number, type and condition of entrances, number, kind of material, and capacity of stairways, length, width and lighting of corridors, kind and operating condition of heating system, fire protection, artificial lighting system, electric service, water supply, sanitary facilities.

The reverse of the sheet provides space for the scoring of such items as location, drainage, size and form of site, placement, gross structure, internal structure, heating and ventilation, fire protection system, cleaning system, artificial system, electric service system, water supply system, toilet system, mechanical service system, loca-

tion and connection, construction and finish, illumination, cloakrooms and wardrobes, equipment, large rooms for general use, rooms for school officials, other special service rooms.

BUILDING AND FINANCE.

Tulsa, Okla. The Citizens' Business Committee, co-operating with the board of education, has proposed a million dollar bond issue for new school sites, buildings and equipment. The committee shows that the school population has increased approximately 20 per cent and that the ordinary tax levy for school purposes has not increased in proportion to the needs caused by the increase in enrollment year by year.

The North Summit School District, of Summit County, Utah, has voted bonds in the sum of \$125,000 for the erection of a new elementary school, at Coalville, new buildings at Henefer and Hoytsville, and playground equipment for the entire district. The bond issue was vigorously contested and the result constitutes the most forward-looking step in recent years.

Philadelphia, Pa. The board will shortly receive bids for two new school buildings to cost about \$90,000. It is estimated that the general cost of erecting schools and annexes in Philadelphia is about \$15,000 per classroom.

A proposed building program of the board calls for the construction of about 254 rooms, with auditoriums in each building, amounting to an expenditure of about \$3,810,000. This does not include acquisition of land or buildings totaling 137 rooms in neighborhoods which should be taken care of, but which are listed for the near future.

The New York City board of education has approved revised plans for a 36-room building recommended by Building Superintendent C. B. J. Snyder. The revised plans call for a reduction in cubature, and similar reductions in the amount of play space, auditorium capacity and excavating. The building provides, in addition to classrooms, gymnasiums, a medical clinic, lunch clinic, ungraded room, roof playground, science, wood working, sewing and domestic science rooms, and a teachers' restroom. The cost of the building, with equipment, is estimated at \$572,000.

Cedar Rapids, Ia. By a vote of four to one, the citizens have voted to issue \$1,500,000 in

bonds with which to carry out an extensive building program.

The program provides for the erection of four junior high schools, two grade schools, extensive alterations and additions to other buildings.

The New York city board of education has refused to accept City Controller Craig's changes in the plans for building schools and has approved the plan offered by Associate Superintendent Edward B. Shallow. Dr. Shallow presented the list of schools needed and the conditions to show that the board has adopted a program to meet the immediate necessities arising from congestion. The program is city-wide rather than by district and was prepared from recommendations received from local school boards, associate and district superintendents, civic, associate and district superintendents, parents' associations and taxpayers' organizations.

Urbana, O. The board has increased the amount of insurance carried on the school buildings and contents. The total insurance on three buildings and their contents amounts to \$103,000, exclusive of boiler insurance on one of the buildings.

The city attorney of Oakland, Calif., has recently ruled that the school board cannot appeal from a decision of the Alameda board of supervisors in denying a refund of \$151,000. The board asked for the refund on account of the loss sustained in the withdrawal of \$19,000,000 of operative property from city taxation. It was pointed out that by law all surplus school district funds revert to the county general fund.

The loss claimed by the school board was sustained under the state corporation act which removes \$19,000,000 of operative property from local taxation. Subsequent acts of the legislature ordered counties to reimburse municipalities which in this way sustain more than their share of the state tax.

The school board of New Bedford, Mass., estimates that it will require nearly a million dollars to operate the schools during the year 1920-21. The present increase of \$213,000 is caused principally by the general advances in salaries to employees.

Detroit, Mich. The school board has recently approved a building program for 1920-21, which calls for the erection of eleven new elementary,

First Aid Classes and Equipment in Schools

The recent growth of "First-Aid-to-the-Injured" classes in this country has been phenomenal.

Hardly a State of the Union is now without them, and they multiply from day to day.

All this leads to the belief that at least elementary instruction in the theory and practice of First Aid must soon become—either spontaneously, or otherwise—an integral part of the curriculum of every school in the country.

And this entirely apart from the fact that a distinct moral obligation already rests upon schools, as a whole, to install First Aid equipment for the succor and safety of pupils injured within school areas.

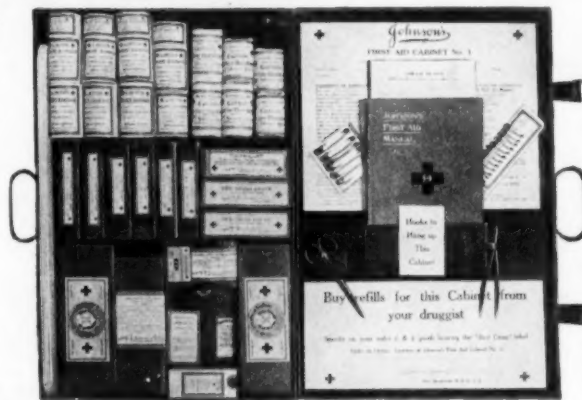
That this obligation is now widely recognized is evidenced by the fact that

JOHNSON'S FIRST AID CABINETS FOR SCHOOLS

are coming daily into more general request by educational institutions. This because accidents in and about them cannot be prevented by medical inspection alone. When, therefore, minor or major casualties do occur, immediately available First Aid equipment is an absolute essential—in the severer cases oftentimes a life-saver—until professional assistance can be secured.

JOHNSON'S FIRST AID CABINETS FOR SCHOOLS

are so arranged, and their contents so selected, that effective First Aid can be rendered promptly by the teacher. Appropriate and adequate material is also immediately available to either doctor or surgeon—when one or the other is required—for the further care and dressing of any conceivable injury.



Dimensions: 20 Inches x 13 Inches x 3½ Inches. Weight, 12 Pounds.

"JOHNSON'S FIRST AID MANUAL"

tells what to do—and how to do it—at the instant of the emergency. A copy should be in the hands of every teacher. It is indispensable where accidents to pupils, in their more or less boisterous exercise in the playgrounds of schools, are among the possibilities of the day.

CATALOGUE, PRICES AND DESCRIPTIVE PAMPHLETS ON REQUEST.

JOHNSON & JOHNSON

SCHOOL DEPARTMENT

NEW BRUNSWICK, N. J.

five new intermediate and two high schools, in addition to 21 additions to schools. The program contemplates the eventual abandonment of some of the older buildings, the elimination of congestion thru the erection of intermediate schools and the construction of modern structures in thickly populated districts, and an improvement in administrative and economical aspects. The total expenditure is estimated at \$17,141,402.

Duncan, Okla. The board has adopted a building program calling for the expenditure of \$75,000 for improvements and extensions to schools during the next two years. It is proposed to remodel and enlarge the present high school as the first step toward a unit plan of building.

The school board of Detroit, Mich., has adopted a budget of \$29,000,000 for the next year. Of the total amount, \$11,023,950 will be spent for maintenance and \$18,000,000 for capital cost. The maintenance fund includes a proposed salary schedule for teachers amounting to \$1,220,000.

The New York City school board views with disfavor the proposal of the city authorities that school sites in disuse be returned to the commissioner of the sinking fund. The board points out that these plots were purchased in 1916 and 1917 as safeguards against the erection of tall buildings adjoining school buildings which might render the latter dark and insanitary. The sites are not in use because no money has been provided for their improvement and they are unfitted for play purposes in their present condition.

Atlanta, Ga. The board has approved a tentative budget calling for \$1,070,000 for the operation of the schools during the next year. A large part of the budget will be used in paying increases in salaries.

Allentown, Pa. The board has asked the citizens to vote a loan of \$3,000,000 for the carrying out of an extensive building program. The program calls for the erection of a junior high school, three elementary buildings, and additions to three buildings.

The school board of Butte, Mont., has asked the city to vote a bond issue of \$1,250,000 for the erection of five new buildings. It is planned to

erect a new high school and to convert the present structure into a Junior High School.

The board of estimates and the board of aldermen of New York City have approved the appropriation of \$7,000,000 for school buildings and \$49,059 for school lunches. The board of education will appropriate \$10,600,000 for construction purposes, making a total of \$25,000,000 available for the housing of school children. Plans have been made for the erection of the continuation schools for boys and girls and the erection of fifty grade schools in five of the city boroughs.

The board of aldermen of Providence, R. I., has asked the city solicitor for authority to borrow \$500,000 to be used for school purposes. The money is to be used for the erection of two new schools.

The Department of Education of the state of Alabama has asked for double the present appropriation for the public schools, or \$5,000,000 for two years. It is planned to set aside \$1,000,000 per year in addition to the regular appropriation and to add compulsory education, vocational and physical training.

A survey of the school building plant of Greensboro, N. C., is being made under the direction of Professors George D. Strayer and N. L. Engelhardt, Teachers College, Columbia University. The survey committee is developing a school building program for the city which will cover a period of fifteen years to come.

Bozeman, Mont. On January 17th, the citizens of Bozeman carried a bond issue for \$60,000 which is to be used in repairs and improvements to existing structures.

Charleston, S. C. The city board of school commissioners has asked the general assembly for an increased bond issue of \$750,000 and for an increase of four mills in the school tax. The money is to be used in the erection of new schools and improvements to old buildings, and the payment of increases in salary.

The school board of Burlington, N. J., has deferred the erection of the new high school because of the present high cost of labor and materials.

The board of education of New York City has been compelled to adopt a new type of building

plan to offset the increased cost of construction. In the case of P. S. 59, to be erected at Bathgate avenue, Bronx, the original estimate of cost in 1918 was \$378,836 and last year this was increased to \$470,000. The lowest bid received was \$574,000, and the board of education decided to reject it as excessive. Now it is proposed to substitute a different type of building, which will provide the same number of classrooms at a cost estimated at \$400,000. Instead of erecting a 51-room standard type building, with the top floor left off, it is planned to put up a type B building of 36 classrooms. The latter building will contain an auditorium for 390, instead of 540 children, and play space of 6,457 square feet in lieu of 10,605, the reduction being due to the smaller area of the building. The economy results from the decrease in floor space and in excavation.

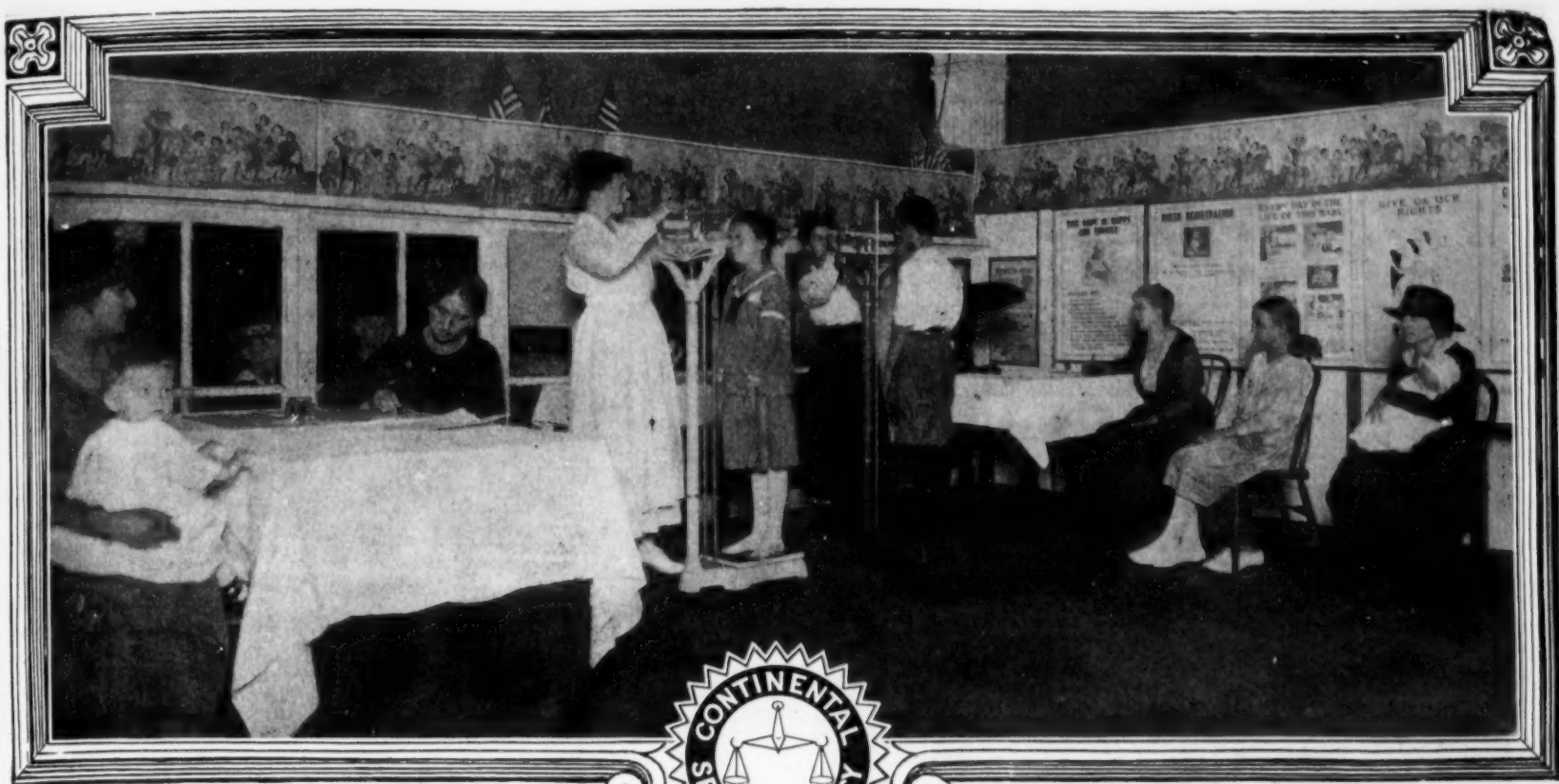
Another change made by Superintendent of Buildings C. B. J. Snyder that reduces excavation is the putting of the boiler room only half way below the street level and putting above it two kindergarten rooms. The indoor playground has been raised four feet and the piping of the building put below it, saving the digging of trenches.

A saving of \$50,000 was accomplished in the recent purchase of machinery for the East Side High School, Cincinnati, thru the purchase of equipment from government stores. In one instance, 35 machines whose original cost was \$79,000, were purchased for \$25,000. The machinery was obtained thru the agency of Mr. I. H. Dube, formerly assistant principal of the school, and was stored in Dayton and other towns of the Middle West.

The transaction was carried out in accordance with the Caldwell law which permits educational institutions to purchase tools and machinery from the government at fifteen per cent of the original cost.

New Britain, Conn. The school board has adopted a building program to cover a period of three years and an expenditure of \$1,500,000, a part of which will be spent immediately upon the erection of a 24-room school.

(Concluded on Page 79)



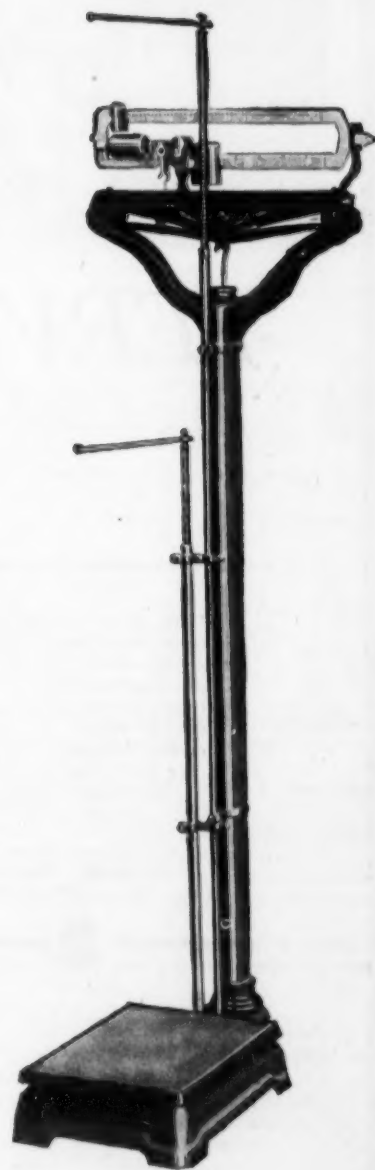
Efficiency!

THE efficiency of a school child's progress is determined entirely upon that child's health record. Public health officials everywhere have recognized this factor to the extent that they demand an actual record kept of each child's weight.

Public schools and other educational institutions who weigh children in great numbers have found the Continental Special School Scale most satisfactory because of the absolute accuracy and dependability of the scale itself.

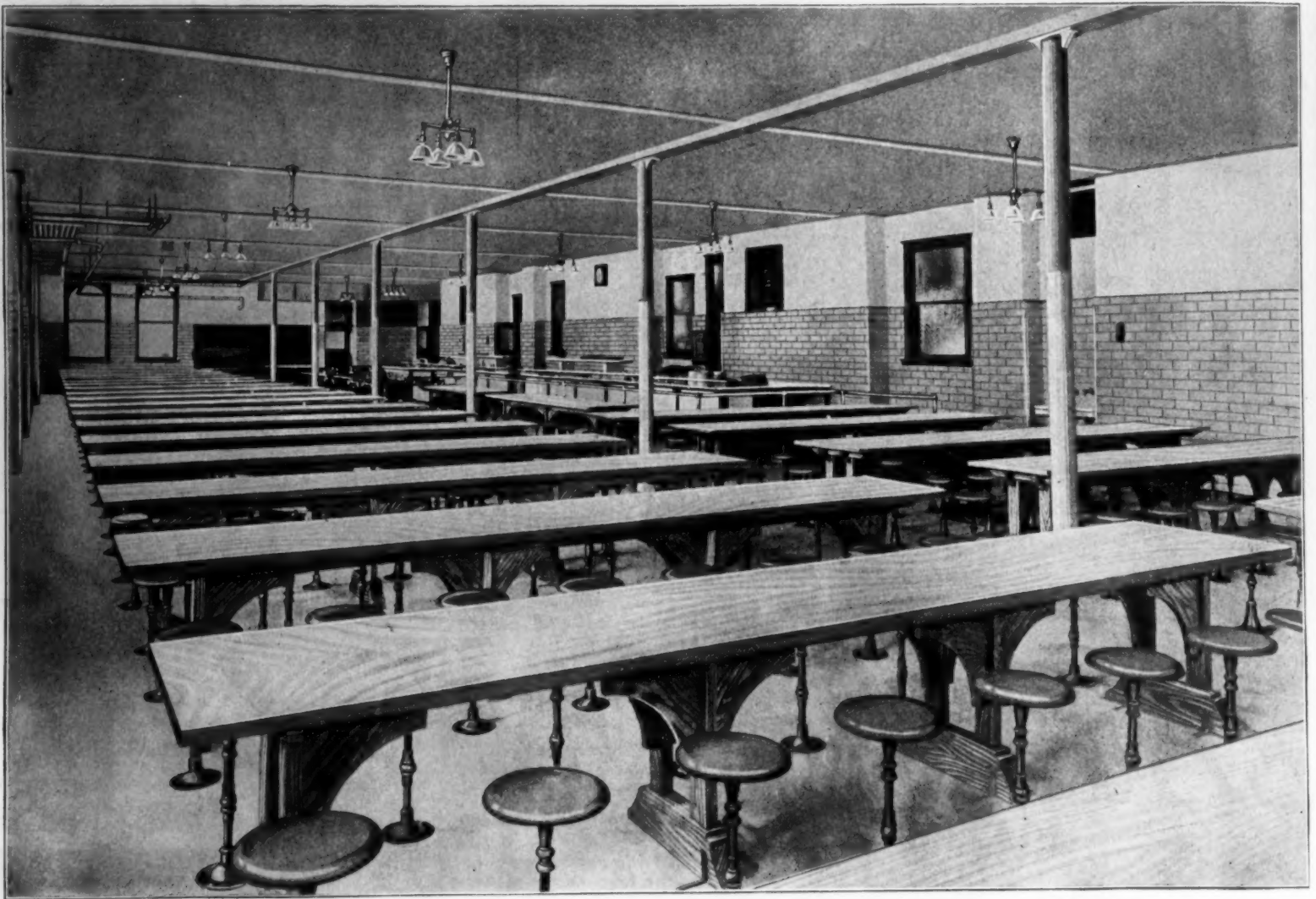
Continental Scales are built up to a standard and not down to a price. Each scale is carefully tested and examined before leaving the factory. The Continental's red seal of accuracy is the guarantee of that scale's perfection.

Ask your dealer or write us direct for information regarding the Continental Special School Scale which is being adopted as standard everywhere.



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Independent School District, Davenport, Iowa



SERVE YOUR PUPILS A WHOLESOME LUNCH

"The School Lunch Room is an educational feature of prime importance, but it is also a practical necessity in many communities where, for one reason or another, certain children are unable to go home to a well prepared noonday meal."

Louise Stevens Bryant
In GOOD HOUSEKEEPING
(November)



Ask for these Catalogs:

General Catalog . . . Book Y 20
Lunch Room Book . . . Book Y 10

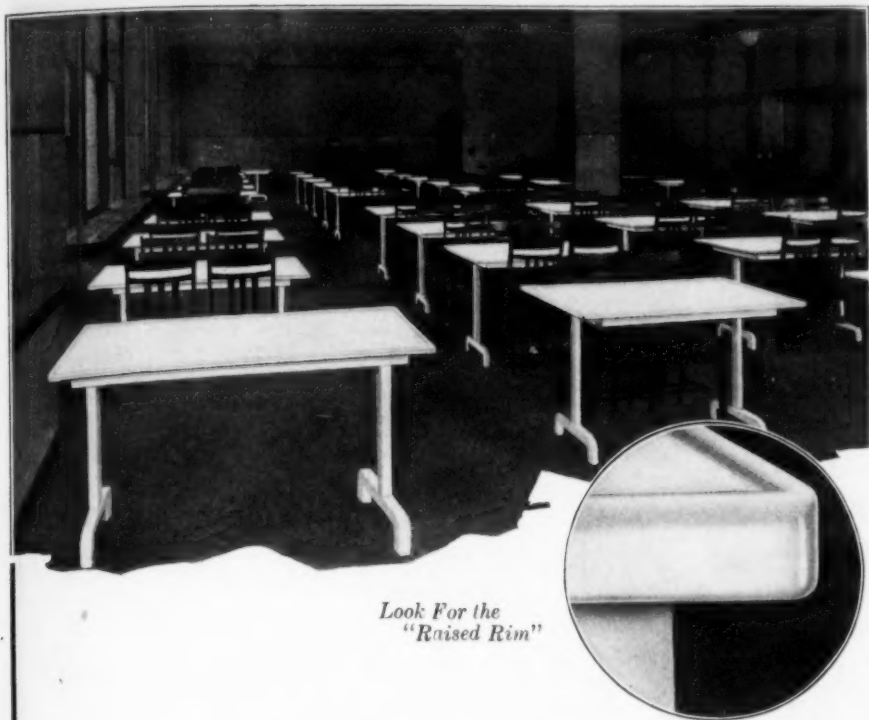
NOTE — We are headquarters for Domestic Science Equipment. Write for information.

Prominent school authorities all agree that School Cafeterias and Lunch Rooms are a great benefit to the community. The advantage of a hot, well prepared noonday meal has been proved beyond a doubt. Wherever instituted the result has been children of better physical health and greater mentality. In every case the scholastic standard shows a marked advance.

As the largest Cafeteria and Lunch Room Equipment House, we are prepared to design a Cafeteria to meet your special needs, or to advise you on correct equipment and installation. Regardless of your requirements, we can supply you. If you will write and tell us your plans, we will send helpful literature that shows what has been done in other schools. If you desire, our corps of experts will make a comprehensive survey of your proposition.

ALBERT PICK & COMPANY

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Look For the
"Raised Rim"

- hot lunches

Are you running an up-to-date school? Do your pupils have to carry cold lunches that become uninviting by lunch time? Give them a chance, by providing hot, wholesome lunches that are full of warmth and energy. Install a sanitary lunchroom where they can secure a hot meal at a minimum cost. **Sani Onyx Tables with Sani Metal Bases** will meet all your requirements.

SANI ONYX METAL

Sani Metal Table Tops have a "Raised Rim" which prevents chipping and keeps dishes from sliding to the floor. No table cloths needed. Think of the saving in laundry bill alone. Simply wipe the surface with a damp cloth and they will always be clean and inviting. **Sani Metal Bases** are made of fine grained cast iron, heavily coated with porcelain enamel. No projections or crevices for dirt to collect. Look better than the ordinary varnished kind and will last a lifetime.

Mail This Coupon Today

We will send you our latest catalog showing this and many other types of **Sani Onyx** and **Sani Metal**, school and industrial lunch room equipment. Our engineering department is at your disposal. We have arranged space for many schools and can do the same for you. Send us the size of your space and we will forward blueprint layouts free of charge to suit your requirements. Send coupon today.

CHICAGO HARDWARE FOUNDRY CO.

Dept. 5623

North Chicago, Ill.

Chicago Hardware Foundry Co., Dept. 5623
North Chicago, Ill.

Gentlemen: Please send me your latest catalogue showing **SANI ONYX** and **SANI METAL**, school and industrial lunch room equipment to accommodate pupils. The space is ft. by ft.

Name

Address

(Continued from Page 76)

The school board of Detroit, Mich., has adopted a resolution naming the new school on Spokane and Colfax Avenue, the Pattengill School. The late Henry R. Pattengill was a teacher and superintendent and served in the capacity of state superintendent of schools from 1892 to 1896, completing two terms in office. His death occurred in November, 1919.

The school board of Cleveland, O., has a building program providing for 37 new sites, 27 buildings and the completion of fifteen buildings, involving a total expense of \$15,946,000.

The cost of education in the Pittsburgh schools was \$63 per pupil, or 31½ cents per day, for the past year, according to the annual report of the board of public education. In compiling the cost-per-pupil figures, the accountant has applied to every item of school expenditure the cost per pupil analysis, as follows:

Cost per pupil per year of general administration, \$4.12; instruction, including teaching salaries and supplies, \$44.34, in which the largest item is teachers' salaries, \$35.72; operation of school plants, including janitors, salaries, fuel, water, light, heat and power, \$9.67; maintenance of school plants, including repairs, replacement and insurance, \$4.14; miscellaneous expenses, including payment for outside tuition for Pittsburgh children, teachers' pensions, rent of school buildings and grounds, 73 cents; total cost per pupil for year \$63.

Omaha, Neb. An important feature of the building program will be the erection of a commercial-technical high school to replace the High School of Commerce. The new institution for which plans have been prepared, will cost about \$1,700,000 and will accommodate more than 2,000 students.

Other features of the program will be the proposed North High School, two junior high schools, a twelve-room school, an eight-room school, a six-room school and several additions.

BUILDING AND FINANCE.

Comptroller Charles L. Craig of the New York City board of estimate has recommended the ap-

propriation of \$15,000,000 for the erection of fifty new schools, providing a seating capacity of 64,455 pupils, and a new high school for Washington Heights. The new schools will, for the most part, be erected in congested districts, and will largely eliminate the part-time evil.

Of the new sittings under the building program, Brooklyn will get 2,176, the Bronx 18,059, Queens 8,300, Manhattan 6,840 and Staten Island 1,080.

The question of amending the state law of New Jersey for the purpose of raising more money for school purposes and providing a fund to insure every teacher a living wage, was discussed at a recent meeting of the State Board of Education at Newark. Asst. Commissioner John Enright recommended that the state taxes be increased from two and three-fourths mills to five mills. This would give an added income of \$6,800,000, which distributed among the 18,000 teachers would give each of them nearly \$400 increase in salary.

The local district court recently issued an injunction against the school board of Mauch Chunk Township, Pa., restraining them from electing directors as secretary, treasurer, etc., by rotation, so as to make the paying offices go round during the term of office. The treasurer has been enjoined from sharing his compensation with any one.

FIRE EXPERTS URGE CHANGES IN SAN FRANCISCO SCHOOLS.

A report embodying numerous suggestions for further safeguards against fires and for the elimination of practices classed as dangerous in the maintenance of school buildings has been laid before the San Francisco Board of Education. It is the result of a survey of the school structures of one fire district, conducted by Battalion Chiefs Samuel J. Spear and M. J. Kearns.

As a result of a close study of a dozen school buildings, a series of recommendations is made covering a long list of things found in one or several of the structures. The report is of constructive nature, pointing out how fire danger may be still further minimized, and the lives of

the children made more secure in the event of fire.

Fire Chief Murphy pointed out that there is no occasion for alarm in the report, but it affords a basis for co-operation between the two departments.

Among the conditions covered by the report are the following:

Use of oil, often diluted with kerosene, on floors and stairs.

Use of obsolete bolts and latches instead of panic proof bolts, on exit doors.

Rubbish, old shingles and charcoal in attics. Attics not divided into compartments.

Combustibles stored in closets under stairways. Waste paper stored in wooden boxes on upper floors.

Absence of fire alarm signals on each floor. Lack of auxiliary fire alarm boxes.

Unprotected skylights. Lack of fire extinguishers and insufficient amount of hose.

Wooden walls near coal stoves not protected with metal.

Dangerous acids stored in bottles on shelves. Absence of gas shut-off valves, as required by ordinance.

Surplus supplies of volatile, explosive and inflammable chemicals and compounds stored in buildings.

Heater rooms not fireproof. Electric switches improperly located.

Insufficient exit lights and signs where night classes are held.

Some stairways in bad condition, others not inclosed to prevent passage of smoke or flames.

The schools covered by the report, and in each of which some of the above conditions were found to exist, are:

Hearst Grammar, Fremont Grammar, Golden Gate Primary, Hamilton Intermediate, Everett Grammar, Twin Peaks Primary, Grattan Grammar, Crocker Intermediate, Dudley Stone Primary, Mission High, McKinley Grammar, Andrew Jackson Primary.

Nine of these schools are frame buildings, and three are class "C" brick.

Protect Your Community ... by ... Protecting Your Children

THE outdoor privy is positively the greatest menace that rural communities have today.

They are fly breeding, water polluting, disease spreading, death dealing menaces to the whole community, to say nothing of the annoying publicity caused by the use of these outdoor privies.

ODORLESS,
COMFORTABLE,



SANITARY,
CONVENIENT

"NO SEWERS OR WATER NECESSARY"

Simply turn the valve twice a year and solve all these problems. THE WOLVERINE TOILET SYSTEM means health, fewer flies, privacy for both boys and girls, and high moral standards for the community at large. Take your choice Mr. School Official. The welfare of the children of your school is in your hands. Shall they have modern, up-to-date toilets with health, or suffer the inconvenience of a primitive nuisance?

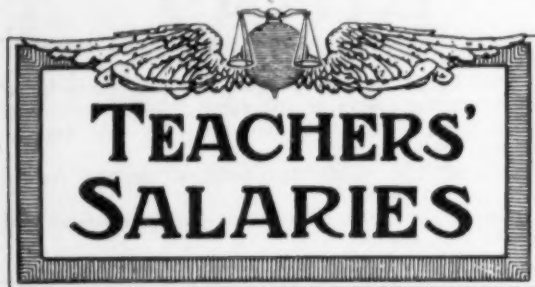
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Dail Steel Products Company
Lansing, Michigan

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CHESTER SALARY SCHEDULE.

A revised salary schedule for teachers has been in operation at Chester, Pa., since September of the present year. The schedule allows larger increases in 90 per cent of the cases than was possible under the provisions of the state minimum law.

Under the rules, teachers are divided into three groups, namely, Class A, Class B and Class C. The first group is composed of teachers with from 2,400 to 2,500 credits, the second group of those with from 1,700 to 2,339 credits, and Class C, new teachers, or those with 1,699 or fewer credits. The schedule is as follows:

Class A: First, second and third years—professional certificate, \$99 per month and \$940 per year; permanent certificate, \$104 per month and \$988 per year; fourth and fifth years, professional certificate, \$103 per month and \$978 per year; permanent certificate, \$108 per month and \$1,026 per year; sixth year and thereafter, professional certificate, \$107 per month and \$1,016 per year; permanent certificate, \$112 per month and \$1,064 per year.

Class B: First, second and third year, provisional certificate, \$87 per month and \$826 per year; professional certificate, \$92 per month and \$874 per year; permanent certificate, \$97 per month and \$921 per year; fourth and fifth year, provisional certificate, \$91 per month and \$864 per year; professional certificate, \$96 per month and \$912 per year; permanent certificate, \$101 per month and \$954 per year; sixth year and thereafter, professional certificate, \$100 per

month and \$950 per year; permanent certificate, \$105 per month and \$997 per year.

Class C: First, second and third years, provisional certificate, \$80 per month and \$760 per year; professional certificate, \$85 per month and \$807 per year; permanent certificate, \$90 per month and \$855 per year; fourth and fifth years, provisional certificate, \$84 per month and \$798 per year; professional certificate, \$89 per month and \$845 per year; permanent certificate, \$94 per month and \$893 per year; sixth year and thereafter, professional certificate, \$93 per month and \$883 per year; permanent certificate, \$98 per month and \$931 per year.

In the high school, teachers are divided into two groups, namely, non-college graduate, and college graduate. As in the case of the grade teachers, there are three groups based on experience.

Class A Teachers: Third and fourth years, non-college, \$1,420 per year, and college graduate, \$1,540 per year; fifth and sixth year, \$1,500 and \$1,620; seventh year and thereafter, \$1,580 and \$1,700.

Class B Teachers: First and second year, non-college, \$1,220 per year, and college, \$1,340 per year; third and fourth years, \$1,300 per year and \$1,420 per year; fifth and sixth year, \$1,380 and \$1,500 per year; seventh year and thereafter, \$1,460 and \$1,580 per year.

Class C Teachers: First and second year, non-college, \$1,100 per year, and college, \$1,220 per year; third and fourth years, \$1,180 and \$1,300 per year; fifth and sixth years, \$1,260 and \$1,380 per year; seventh year and thereafter, \$1,340 and \$1,460 per year.

DETROIT SALARY INCREASES.

The board of education of Detroit, Mich., has included in its budget for 1920-21, the amount of \$1,220,000 for special increases to teachers' salaries in addition to the normal schedule increases. The increases were made upon the basis of an exhaustive survey which brought out the following facts:

1. That the cost of living in Detroit from December, 1914, to July, 1919, has increased 84.6 per cent.

2. That the average increases granted to the

teaching staff during this period amount to only 48.6 per cent.

3. That increases received by metal workers, chemical workers, and rubber workers, range from 85.5 per cent in the latter case to 106.5 per cent in the metal trades.

4. That, as a result, conditions brought about by the war, coupled with the fact that the rewards of the teachers have not increased proportionately, have forced teachers to leave the profession and is deterring others from entering, thereby causing a serious relation between the supply and demand of teachers, particularly in the elementary field.

The deduction is based upon the following facts:

(a) The present demand for teachers is 650,000.

(b) The present supply of teachers is 39,000 short of the demand.

(c) Of teachers now employed, 65,000 are below the desired educational standard.

(d) The number of graduates of normal schools thruout the country has decreased from 14,921 in 1917 to 9,514 in 1919, a decrease of 37.2 per cent.

(e) The number of graduates of Michigan normal schools in 1918 was 2,000. In 1920 it will be 1,000, a decrease of 50 per cent.

The increases are to be made in the following manner:

1. All elementary teachers who would receive \$120 or less per month in September, 1920, are to receive \$150 for the school year 1920-21.

2. All elementary teachers who would receive more than \$120 in September, 1920, are to receive an increase of at least \$250 and as much more as may be made necessary by the adjustment of all salaries to a schedule based on even hundreds of dollars, no one to receive an increase of more than \$350.

3. All first assistants are to be increased to \$2,300.

4. All intermediate and high school teachers, attendance officers, ungraded and manual training teachers who would receive less than \$140 in

(Continued on Page 84)



Install This Fresh Water System During Vacation

School will soon be out, giving you your chance to improve your building for the fall term. Now, if ever, is the time for you to consider the installation of the NATIONAL (non-storage) FRESH WATER SYSTEM.

Think how it modernizes your school. It puts the old germ-laden water pail out of commission and gives you, instead, a sanitary fountain, flowing with fresh invigorating water right from the depths of the well. It also permits the installation of modern

lavatories and indoor toilets. The children do not have to leave the building from the time the bell rings until school is dismissed.

Besides the features of convenience and health this means much for school discipline.

NATIONAL
(Non-Storage) **FRESH**
Water System

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CHICAGO

(Continued from Page 80)

September, 1920, are to receive \$1,700 for the school year 1920-21.

5. All intermediate and high school teachers, attendance officers, ungraded and manual training teachers who would receive more than \$140 in September, 1920, are to receive an increase of at least \$250 and as much more as may be necessary by the adjustment of all salaries to a schedule based on even hundreds of dollars, no one to receive an increase of more than \$350.

6. All elementary principals are to receive an increase of not less than \$400 or as much more as may be made necessary to adjust all salaries to the regular schedule for sizes of schools.

7. The salaries of second assistants in the high schools are to be increased \$300, except that in no case shall the salary exceed \$2,800.

8. The salaries of first assistants in the high schools are to be increased \$300, except that in no case shall the salary exceed \$3,000.

9. The salaries of grade principals are to be increased \$300, except that in no case will the salary exceed \$3,300.

10. The salaries of department heads are to be increased \$300, except that in no case will the salary exceed \$3,300.

11. All assistant principals of high schools are to be increased to \$3,500.

12. All intermediate school principals are to be increased \$500.

13. All supervisors are to be increased to \$4,000.

14. All assistant supervisors are to be increased to \$2,500.

15. All high school principals and the principal of the Detroit Normal School are to be increased \$500.

16. All clerks and librarians are to receive an increase of \$200.

17. All bath attendants are to receive an increase of \$200.

18. All domestics are to receive an increase of \$150.

19. All matrons are to receive an increase of \$150.

TEACHERS' SALARIES.

Chelsea, Mass. Flat increases of \$300 have been given the teachers.

New Castle, Ind. The board has given the third increase in salary to the teachers. The increase amounts to 14 per cent and the individual amounts range from \$2.50 to \$15 per month.

Adrian, Mich. The teachers' committee has recommended to the board that teachers be given increases of \$15 a month during the remainder of the year. It is further recommended that such teachers as remain during the full year be given the remaining amount of a \$150-a-year increase.

Elgin, Ill. The teachers have asked the board for an increase of \$200. Eight reasons were given for the increase, the most important reason being the increased cost of living.

Evansville, Ind. Increases of \$50 have been given the teachers.

A minimum of \$100 a month, beginning with January, has been established as the new wage of rural teachers in Cook County, Ill.

Flint, Mich. Increases of \$10 a month have recently been given the teachers.

Clerks and janitors in Washington, D. C., public schools are included in a bill presented to Congress, providing for increases in salaries for teachers.

The school board of Lexington, Ky., has granted increases of from \$200 to \$500 a year to the school teachers.

The minimum salary for teachers in Indiana has been raised from \$56.55 to \$87.30 and the maximum from \$97 to \$116.40 per month.

Chicago, Ill. The teachers have been given average increases of \$50 a month, beginning with February.

Burlington, Vt. The board has adopted a standard scale of wages for teachers, effective from January first. The salaries which represent substantial increases in some cases, and some increase in most cases, are as follows: Senior high school, \$1,800 for men and \$1,200 for women; junior high school, \$1,000; principals of graded school buildings, \$1,050; grade teachers, \$850 for full-time teachers.

East Moline, Ill. The minimum salary of grade teachers has been fixed at \$70 a month and the maximum at \$100, based on the length of service.

Ottumwa, Ia. The board has granted increases of fifteen per cent to the teachers.

Arlington, Mass., has voted \$15,500 to increase the salaries of the teaching staff.

Teachers at Hingham, Mass., have received increases of \$250 per year.

The school board of Daviess County, Ky., has fixed the minimum salary for rural teachers at \$75 a month and the maximum at \$95.

Joliet, Ill. The Joliet township high school board has granted bonuses of \$150 to the teaching staff and \$100 to the clerks and janitors.

West Warwick, R. I. The board has granted increases of \$200 in salary to the teachers.

A special committee of teachers has recommended to the board of education at Grand Rapids, Mich., that the minimum salary be fixed at \$1,200 and the maximum at \$3,500. The schedule is based on years of service and covers six years for grade teachers and seven years for high school instructors.

The state educational authorities of Indiana have adopted a wage schedule calling for increases ranging from 20 to 54 per cent. It is recommended that Class A teachers be given a minimum of \$87.30 with a multiplier of $4\frac{1}{2}$; Class B, a minimum of \$97 and multiplier of 5; Class C, a minimum of \$106.70 and a multiplier of $5\frac{1}{2}$, and Class D, a minimum of \$116.40 and a multiplier of 6.

Owosso, Mich. Increases of \$10 per month have been given the teachers.

Willimantic, Conn. Flat increases of \$200 have been given the teachers.

No. Attleboro, Mass. Increases of \$200 have been granted to high and grade teachers.

Salem, Mass. The teachers have been given increases of \$300, beginning with January.

The Indiana State Chamber of Commerce, regarding the question of larger salaries for teachers as one of paramount importance, has formed an educational bureau as a department of the state chamber, to take up this and other problems.

(Continued on Page 87)

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Just as the more practical, "visible" typewriter has replaced the old style "invisible-writing" machine, so is the Miessner Piano, with its "visibility" feature rapidly replacing the older type of piano in schools in every part of the country. School supervisors and instructors commend the Miessner highly, saying that this modern piano answers a school need and brings music instruction up to its highest degree of effectiveness.

To direct a class and play the common upright piano one must place the instrument at such an angle as to make it necessary to turn one's head alternately from front to side in order to read the music and watch the class. NOT SO WITH THE MIESSNER.

The little Miessner has the "visibility" feature, permitting the teacher playing it to look over the top and direct the class. To this element is accredited most of the phenomenal success the Miessner has achieved the short time it has been in existence. In its first 48 weeks, the Miessner Piano has become a part of the equipment of schools in all of the 48 states of the union.



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A Miessner piano on each floor of the school will furnish piano accompaniments for every class, as this piano weighs only about half as much as the average upright piano, and is easily moved from room to room by two youngsters, or carried up and down stairs by two men.

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Name
School Position
City State

(Concluded from Page 84)

L. N. Hines, state superintendent of public instruction, is chairman of the new bureau, the following twelve educators being members:

W. W. Parsons, Indiana State Normal School, Terre Haute; W. L. Bryan, Indiana University, Bloomington; Jonathan Rigdon, Central Normal College, Danville; Thomas C. Howe, Butler College, Indianapolis; Charles H. Goodell, Franklin College, Franklin; George L. Mackintosh, Wabash College, Crawfordsville; George R. Grose, De Pauw University, Greencastle; Edgar M. Servies, Boone county school superintendent, Lebanon; Earl Lines, Fayette county superintendent, Connersville; W. A. Denny, city superintendent, Anderson; Charles P. Keller, city superintendent, Brazil, and Mrs. E. E. Olcott, Indiana State Teachers' Association, North Vernon.

The plan to increase teachers' salaries thus is given the support of the leading state commercial organization, and it is believed that this and other questions will be answered far more quickly under this plan than any other yet devised.

Omaha, Neb. Salary increases of \$200 to \$300, effective next September, have been voted the teachers. A bonus of \$100 will be paid each teacher for the present school year.

Pittsburgh, Pa. The Chamber of Commerce has announced that each teacher will be paid the difference in salary paid by the board and that which they request, thru public subscription. The amount, which is estimated at \$2,000,000, will be raised by methods used to sell Liberty Bonds.

A settlement of the teachers' strike at Lebanon, Ill., has been effected with the acceptance by the teachers of increases ranging from \$10 to \$12.50 per month, and full pay for the time off on strike. The schools were closed for one week and 400 pupils were barred from attendance.

A recent study of the special committee of the Woman's Club at Camden, N. J., shows that public school teachers receive less pay than do janitors. Teachers receive \$800 to \$1,360 yearly; janitors get \$1,300 to \$1,500.

Spencer, Mass. The salary of principals of schools has been raised to \$875 and that of grade teachers to \$850.

Cincinnati, O. Beginning with January, teachers were given the increase in salary voted last June. In addition, a general increase of \$100 has been given.

Wareham, Mass. The board has fixed the salary of grade teachers at \$900 for the first year, \$1,000 the second year, and \$1,100 the third year. High school teachers will begin at \$1,100 and will be given increases up to a maximum of \$1,400 in four years.

Northampton, Mass. Beginning February first, the teachers were given increases of \$200 in salary.

Jersey City, N. J. The board has adopted a new salary schedule which provides that elementary teachers shall be given increases of \$500, and elementary principals and high school teachers increases of \$400.

The school board of Philadelphia, Pa., has been informed of a fund of \$411,000 which will be available for increases in teachers' salaries and for the operation of the proposed building program. The amount represents the increase which will accrue thru the \$73,000,000 rise in property assessments. The total amount now available for building purposes and salary increases is \$855,000.

Barre, Vt. Flat increases of \$300 have been granted to the teachers. The increases are retroactive from September.

Detroit, Mich. Bonuses of \$300, payable to the teachers on July 2nd, are proposed as a remedy for the present situation in teachers' salaries.

Appleton, Wis. Flat increases of \$100 a year have been given to high school teachers.

Manitowoc, Wis. Increases in pay for teachers receiving less than \$2,000 a year have been granted for the remaining five months. The increases are on the basis of \$150 a year for high school teachers and \$100 for grade teachers.

Newark, N. J. Flat increases of \$400 a year have been given to the 2,100 teachers in the schools. The minimum entrance salary has been set at \$1,100 a year.

Rock Island, Ill. Additional bonuses of \$50 for the remainder of the year, or \$5 for each month, have been granted to the teachers.

Savannah, Ga. Beginning January first, all teachers received increases of 10 per cent in salary.

Pittsburgh, Pa. Thirteen male teachers, all former service men, recently presented a petition to the board asking that they be employed on the same plan as the army, that is, the army pay of \$33 a month for privates up to the pay for higher ranks, and in addition food, clothing and lodging suitable to the needs and the standard of living expected. The teachers, with one accord, pointed out that they were not able to meet the increasing cost of living and save any part of their salaries. Not one of them had been able to save \$33 a month, the minimum paid a soldier in overseas service.

First steps to secure another increase in pay for the teachers in San Francisco school department is now being taken up by President George Gallagher, president of the board of education, with committee representing the primary teachers of the school department. While the pay of teachers was increased \$20 a month last July, it is claimed that it is still below what other cities are paying and below what is necessary in order to keep some of the best teachers from leaving the department and going elsewhere.

The highest pay that a teacher can get under the present schedule in the primary grades with the maximum amount of experience is \$128 per month.

This is for teachers in their very prime and for the same amount of experience and ability these teachers are paid \$150 in Oakland.

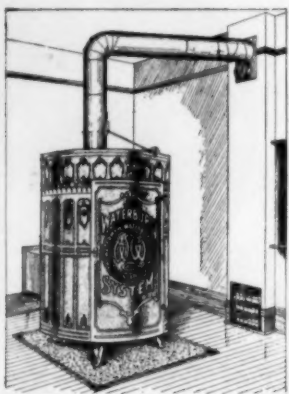
The time is approaching for the making up of estimates of the needs of the various departments in anticipation of the hearings that will begin this month preparatory to making up the financial budget of the city for the next fiscal year.

It is thought that it is probable that a recommendation will be made by the board of education that will include another substantial increase for the teachers.

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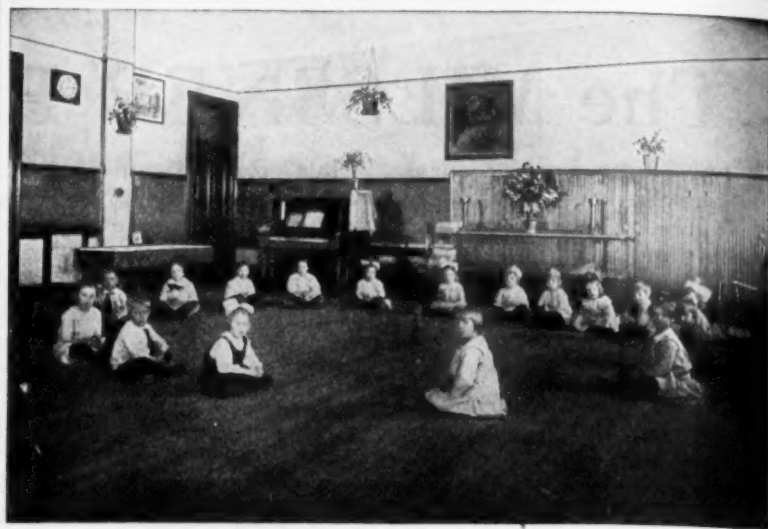
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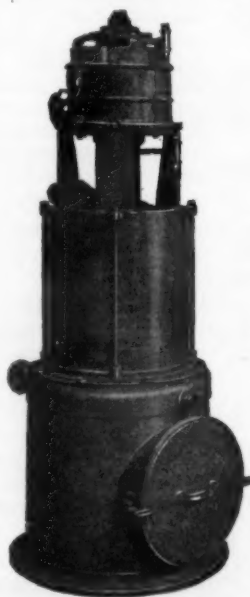
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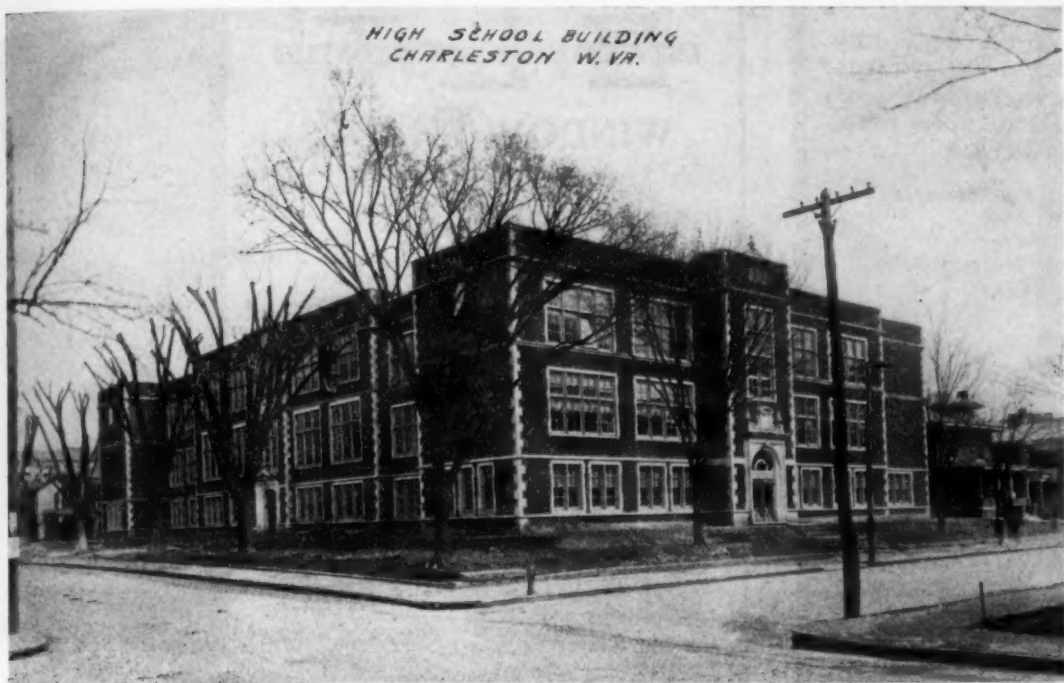


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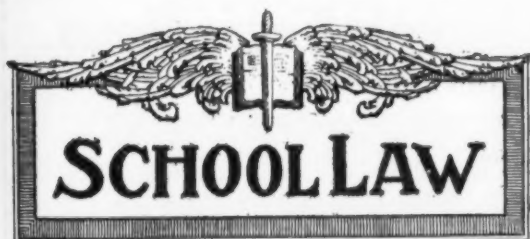
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RECENT DECISIONS.

School District Government.

A public officer, as a school committeeman, is not personally liable in damages for an act done in the line of his duty, tho if the act is wrongful and malicious an action will lie against the officer personally to recover damages for his wrong; the law not inquiring into the wisdom or expediency of an official act.—*Spruill v. Davenport*, 100 S. E. 527, N. C.

A school teacher not legally appointed or elected has no right of action against the school committeemen for damages accruing to her from her dismissal by them, whether or not authorized.—*Spruill v. Davenport*, 100 S. E. 527, N. C.

A teacher not appointed or elected in compliance with revisal supp. ¶ 4161, cannot recover damages from the school committeemen as for a wrongful dismissal; the statute being mandatory and requiring a strict compliance for a valid appointment.—*Spruill v. Davenport*, 100 S. E. 527, N. C.

Where revisal supp. ¶ 4161, forbidding payment of any part of a school-teacher's salary unless a copy of her contract has been filed with the superintendent, accompanied by evidence that the person so applying for a voucher has been duly and regularly elected, was not strictly complied with, the teacher was not entitled to compensation, and suffered no damages thru dismissal by school committeemen.—*Spruill v. Davenport*, 100 S. E. 527, N. C.

School District Property.

The school committee of a town, being given charge of the school buildings by the Massachusetts revised laws, c. 42, ¶ 49, unless the town

otherwise directs, have a right to occupy and care for the land so far as reasonably necessary for the safe and convenient use of the building and the health and comfort of scholars.—*Day v. Inhabitants of Town of Greenfield*, 124 N. E. 481, Mass.

Despite the Massachusetts revised laws, c. 42, ¶ 49, a town, on determination by its voters, could remove a band stand, the town's property, from school grounds on one street to school grounds on another street; the power to control the placing of the band stand not being in the school committee.—*Day v. Inhabitants of Town of Greenfield*, 124 N. E. 481, Mass.

Under the Kansas general statutes of 1915, ¶ 8976, authorizing a school board to provide necessary appendages for a schoolhouse, it may bind district to pay for drilling of well in school yard to supply drinking water, tho no suitable water is found and well is entirely valueless.—*Schofield v. School Dist. No. 113, Labette County*, 184 P. 480, Kans.

The power of a school district to contract is only such as is conferred by statute, expressly or by fair implication, and persons dealing with it are charged with notice of this limitation.—*Schofield v. School Dist. No. 113, Labette County*, 184 P. 480, Kans.

School District Taxation.

Where a bid for bond issue, which a county board of education was authorized to issue, was conditioned on the ground that the bond issue should be approved by specified attorney, the bidder may recover a conditional deposit, where the attorney in good faith, and not capriciously, disapproved the bond issue.—*R. M. Grant & Co. v. county board of education* was authorized by the S. E. 522, N. C.

Where conditional bid for bond issue, which a County Board of Education of Wake County, 100 Priv. Laws of 1913, c. 457, to issue, was conditioned on the approval of the bond issue by the bidder's attorney, it is held that objections to the issue made by the attorney were in good faith, and not capricious, and hence the bidder might recover conditional deposit.—*R. M. Grant Co. v. County Board of Education of Wake County*, 100 S. E. 522, N. C.

Pupils.

In a prosecution under the New York Education Law, ¶ 624, relating to compulsory education of children between 8 and 16 years, the only defense is that they are not in proper physical and mental condition to attend school.—*People v. Himmanen*, 178 N. Y. S. 282, N. Y. Co. Ct.

Where the father of two children, physically and mentally able to attend school, resided three and one-half miles from the schoolhouse by one road and a little less than two miles by a shorter road, which had water standing in it in places during rainy weather, failed to send them to school, it was no defense, in prosecution for violation of the Education Law, ¶ 624, relating to compulsory education, that distance and condition of road made it unreasonable to require him to send them, in view of section 623.—*People v. Himmanen*, 178 N. Y. S. 282, N. Y. Co. Ct.

The excuse raised by the father of several children, in his prosecution under the New York Education Law, ¶ 624, relating to compulsory education, that the distance from his house to the schoolhouse is so great and that roads for part of the time are so bad that it would be unreasonable to require him to send his children, should be presented by proper petition to the state board of education, or by an appeal from the decisions of school district in February, 1919, discontinuing the transportation of the school children.—*People v. Himmanen*, 178 N. Y. S. 282, N. Y. Co. Ct.

In the prosecution of a father under the New York Education Law, ¶ 624, relating to compulsory education, for failure to send the children to school, the fact that one child was under school age and that another had a crippled leg, did not relieve defendant as to other children, who were of school age, and with reference to whom no physical or mental defect was shown, tho the charge was made in one information and one warrant for failure to send the four children to school.—*People v. Himmanen*, 178 N. Y. S. 282, N. Y. Co. Ct.

The public ceremonial of graduating exercises does not constitute a "graduation," and is not what entitles a student to a certificate or diploma.

(Concluded on Page 91)

The Reason Why—

hundreds of schools thruout the country have adopted

Draper's Adjustable Window Shades



is because of their **QUALITY, DURABILITY** and **ADAPTABILITY**,—three important points which back up and insure **SATISFACTORY SERVICE**.

Following are a few recent installations:

North Texas Normal School,
Denton, Texas.

City Schools,
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Froebel School,
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Board of Education,
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Board of Education,
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Draper's Adjustable Window Shades are perfect in every detail. They operate so simply that any child can adjust them without the slightest trouble.

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LUTHER O. DRAPER SHADE COMPANY
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WATCH THE CHILDREN'S EYES

EYE STRAIN RELIEVED AND CERTAINLY AVOIDED
IF YOUR SCHOOLROOMS ARE EQUIPPED WITH

E L T
EVER - LASTING - TRANSLUCENT

WINDOW SHADES

(superior plied yarn fabric)

WITH OR WITHOUT

**SELF BALANCING
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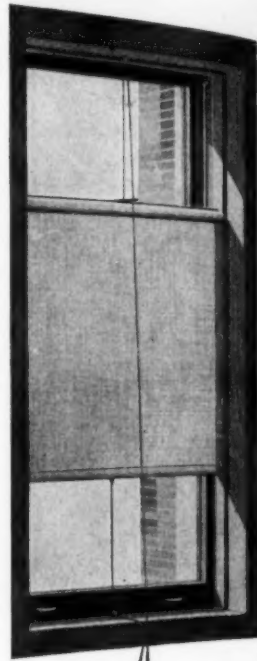
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NO GLARE

If your school supply house does not handle our E L T Shades, write for our folder.

Upon receipt of a set of plans, or a list of window sizes, quotations will be furnished at once.



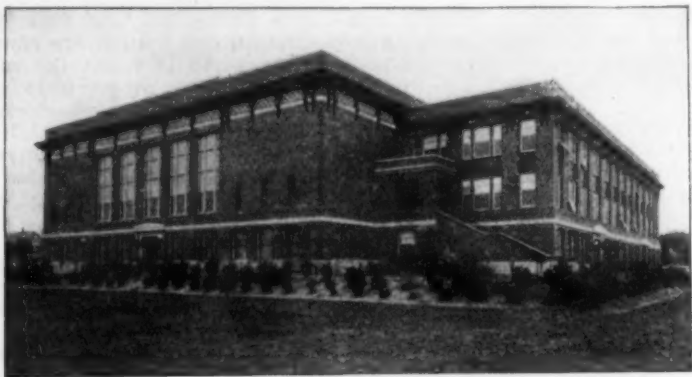
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ESTABLISHED
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ESTABLISHED
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BALLARD HIGH SCHOOL, SEATTLE, WASH.
Deadened with Cabot's Quilt.
Edgar Blair, Architect, Seattle.

Sound-Proof Floors and Partitions

Civilized school-house construction now includes sound-deadening as a necessity second only to light and ventilation. Quiet rooms are essential for pupil and teacher.

CABOT'S QUILT

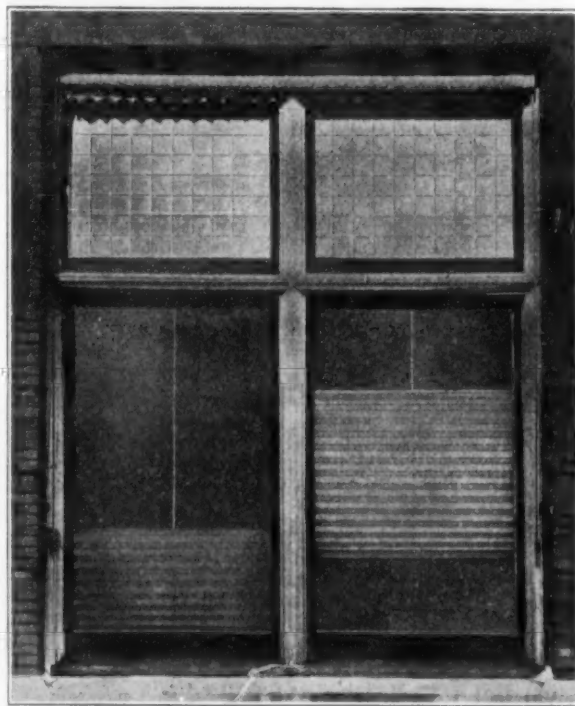
is the standard deadener — sound-proof, decay-proof, vermin-proof, and fire-resistant.

Sample of Quilt and Special Book on School-house
Deadening sent on request.

SAMUEL CABOT, Inc., Sole Manufacturers, Boston, Mass.
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Perennial Adjustable Window Shades

Perfectly Simple—Simply Perfect



The Ideal Regulator of Light and Air

Perennial Adjustable Window Shades are made of a very substantial heavy woven fabric, which will not crack, wrinkle or show pinholes and is not affected by moisture. They are neat in appearance and are mechanically correct.

Write for descriptive circular.

THE ATHEY COMPANY
24th and La Salle Sts. Chicago, Ill.

Durand Steel Lockers

Students should wear good, warm outer clothing to school; they need ample protection against colds.

Parents and pupils are entitled to be free from concern about the safety of student's clothing when at school. Not only the loss of coat, hat or rubbers, but the consequent exposure, may be serious.

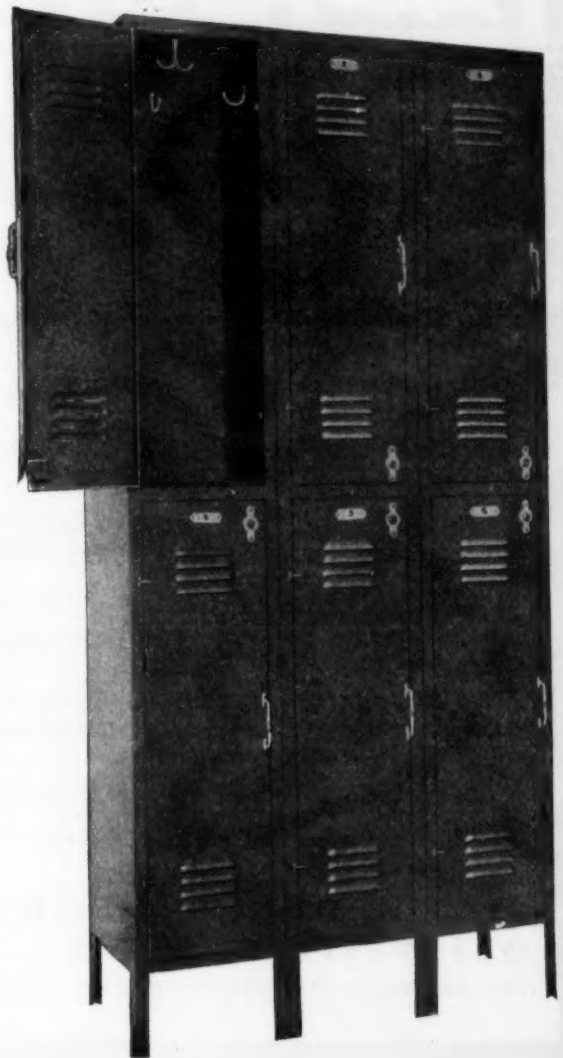
School authorities are not responsible for such losses or perils; but it is the wiser policy to take every possible means to prevent them.

Durand Steel Lockers are vitally important in school equipment.

DURAND STEEL LOCKER COMPANY

1521 Ft. Dearborn Bank Building
Chicago, Ill.

921 Vanderbilt Building
New York City



(Concluded from Page 89)

ma, but it is the completion of the prescribed course in fact which does so; the diploma being simply the evidence the course has been completed, and so evidence of graduation.—Valentine v. Independent School Dist. of Casey, 174 N. W. 334, Ia.

Even in absence of statute requiring issuance of diploma, there is implied legal duty on the part of the officers of a public high school to issue written evidence of a pupil's graduation in the form of a certificate, diploma, or the like to one who has satisfactorily completed the prescribed course of study, unless there is justification for withholding it.—People v. Himmanen, 178 N. Y. S. 282, N. Y. Co. Ct.

SCHOOL LAW NOTES.

A bill has been introduced in the Ohio state legislature providing that all nominations of candidates for members of the boards of education be made on nominating petitions. The purpose of the bill is to prevent nomination of candidates by writing names on the ballots at primary elections.

No war tax is chargeable on an automobile owned by a school corporation and used in the transportation of children to and from schools and homes, according to an opinion secured by the Indiana state board of accounts from the internal revenue department at Washington. The same is true where the vehicle is used to transport school teachers from one town to another to obtain board and lodging. The tax applies, however, to motor vehicles which are privately owned and operated.

As a result of the new law passed by the Michigan legislature, the board of education of Detroit has asked for an appropriation of \$222,628.20 for continuation school education next year. The act provides for vocational and general education of employed and other minors under 18 years of age who have ceased to attend all day schools, and is effective in all school districts which have a population of 5,000 or more and which contain at least 50 children subject to the regulation.

The Supreme court of Nebraska has upheld the constitutionality of a state law intended to curtail the use of foreign languages in public schools.

The law which applies to all public, private, parochial and denominational schools, provides that foreign languages may not be employed in giving instruction on any subject to pupils below the ninth grade. It is provided that foreign languages may be employed in the ninth and higher grades as a means of teaching the languages, but they may not be used as a medium of instruction for other subjects.

The court held that the act does not prohibit the teaching of moral and religious matters in languages other than English, and points out that the law gives foreign speaking children training in the privileges, duties, powers and responsibilities of American citizenship.

The State Constitutional Conference of Pennsylvania, at its recent meeting, studied the proposed constitutional amendments which, if enacted, are expected to add millions to the state's appropriations for school purposes.

Under the amendment the general assembly is asked to provide for the maintenance and support of a thoro system of primary, secondary and higher education by appropriating bi-annually for the public schools an amount at least equal to the total appropriated by the school districts or any other public corporation vested with the power to contribute in support of such schools during the two preceding years. The normal schools are to receive \$1,000,000 a year, while the college appropriations, of which the State University, University of Pittsburgh, State College and Duquesne University are the main beneficiaries, will receive about \$4,000,000 a year.

Increasing the Teacher Supply.

The school board of Detroit has noted with alarm the great decrease in numbers at the normal school, the serious shortage in teachers and the instability of the teaching profession in general. In recognizing the great need for a remedy, the board urges that efforts be directed toward securing an entering class at the Detroit Normal beginning with 100 in February and reaching 150 in September. This, it feels strongly, must be done to keep up the proportion of the supply of new teachers. It points out, also, that it will be necessary that all those who are in strategic relations with high school students, use all legiti-

mate means to influence them toward preparation for teaching positions. Such efforts to build up the teaching corps, it points out, should not be too limited either in aim or scope. Teaching as a vocation is rapidly coming into its own, both as to financial reward and as to standing in the community. With the proper recognition of the profession on the part of the public, it bids fair to win a place on a par with other forms of service.

In suggesting a program of progress, the board recommends the adoption of the provisions contained in a recent N. E. A. report as follows:

1. Higher salaries.
2. Higher professional standards.
3. A more general recognition by the public of the importance of the teaching profession.
4. More liberal appropriations to state normal school and teacher-training schools.
5. Extension of the courses and raising of the standards in teacher-training schools.

Financing Difficulties.

The tightening of the money market is having an unfavorable effect on the financing of the schools of the country. At Indianapolis, advertisements for a bond issue of several hundred thousands went unanswered. The issue was to provide funds with which to put increases in salary into effect. George C. Hitt, business director of the Indianapolis Board, explained that banks were getting 7 and 8 per cent for their money, as a result of the growing scarcity of currency, and therefore were reluctant to bid on paper at 6 per cent, the maximum interest allowed by the Indianapolis law on school bonds.

School No. 5, to be erected shortly in Indianapolis, is in an extremely congested district, where space is at a premium. It was found impossible to secure enough ground to provide for a playground, so this part of the school's activities will be staged on the roof, hotel style. Handball courts and other paraphernalia will be provided for the roof, while the auditorium will offer room for moving pictures.

Detroit, Mich. A budget of approximately \$15,000,000 is proposed by the board of education. The budget is based on a city-wide survey of school conditions and needs.

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TRADE MARK

Makes Concrete Floors Dustproof and Wearproof

Dustless Concrete Floors!

Every concrete floor in your school building is a probable source of concrete dust.

This sharp, hard silicate harms clothing, desks and even the lungs of the pupils.

Lapidolith will make old or new concrete floors granite hard and therefore, dustless.

Just flush it on!

Lapidolith is a liquid chemical and it acts at once, completing the hydration of the cement and filling the pores with a crystalline material.

This treatment makes the floors in the toilet rooms non-absorbent, and so easily washed and without odor.

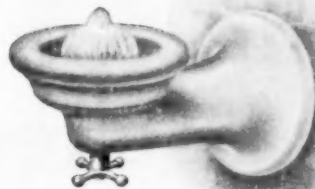
Leading colleges and schools use Lapidolith.

Write for their testimonials, also free sample and literature. Dept. 22.

L. SONNEBORN SONS, Inc.

264 Pearl Street, New York

Also manufacturers of Cemcoat, the washable wall coating for schools



SANITARY DRINKING FOUNTAINS FOR SCHOOL CHILDREN

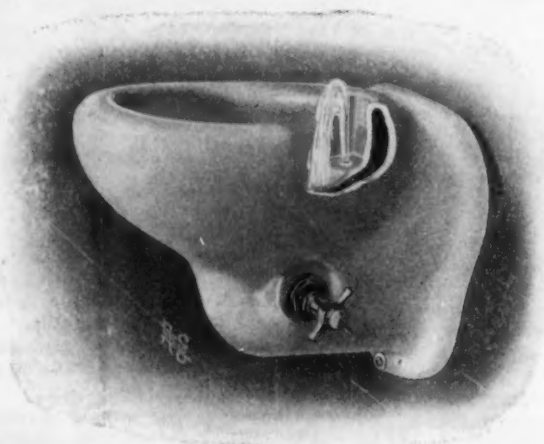
Safeguard the health of all the school children by providing sanitary plumbing facilities. Especially important is a healthful, clean system of drinking fountains. Watrous Drinking Fountains are strong, durable and tamper-proof. Easily kept clean and inexpensive.

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SANITARY
PLUMBING
FIXTURES
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The Watrous Line is the most scientific known to modern plumbing, and includes Closets, Flushing Valves, Urinals, Self-Closing Cocks, Liquid Soap Fixtures, etc. Free catalog will be sent on request.

THE IMPERIAL BRASS MFG. COMPANY
1215 West Harrison Street, CHICAGO, ILL.

Absolutely Germ Proof



Rundle-Spence "Vertico-Slant" Fountain No. C-92

The Rundle-Spence "Vertico-Slant" Drinking Fountains with nozzle down in recess represent the latest and positively the best improvements in drinking fountains from a sanitary standpoint.

Greatly reduced water pressure automatically puts this fountain out of use before it can become a menace to health and life.

Rundle-Spence Drinking Fountains are correct in design and are sanitary in every respect. They prevent the spreading of disease germs—thereby protecting the health of your pupils.

Write for circular illustrating our "Vertico-Slant" fountains in detail.

RUNDLE-SPENCE MFG. COMPANY

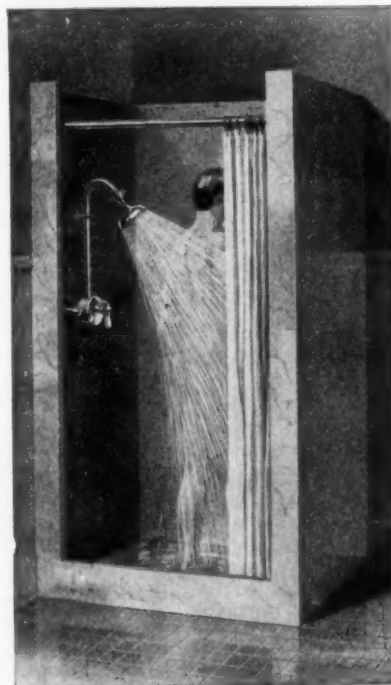
52 SECOND STREET

MILWAUKEE, WIS.

SHOWERS

WITH THE

Incomparable Niedecken Mixer



Illustrating Ideal Shower Installation

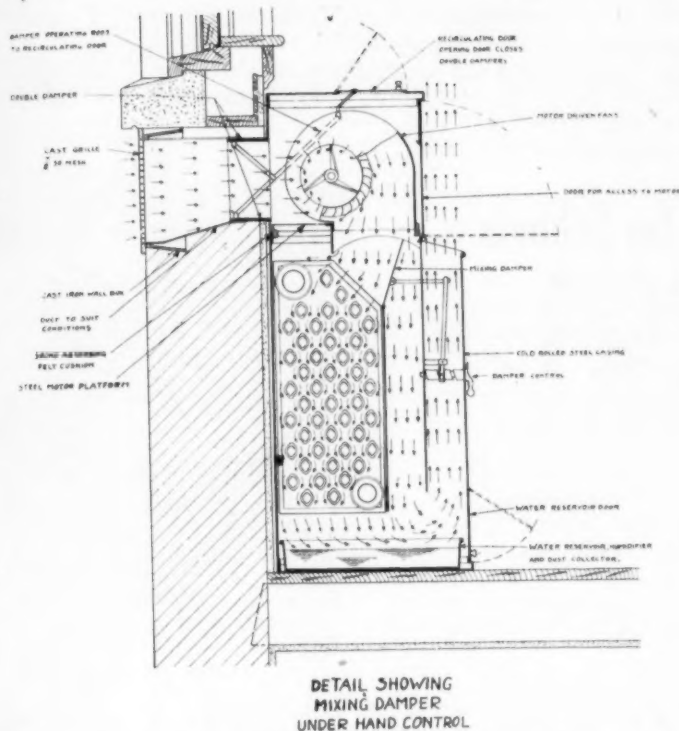
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HOFFMANN & BILLINGS MFG. CO.

100 Second Street

Milwaukee, Wis.

The Conclusion of All Authority on Heating and Ventilating,



Based upon their knowledge of systems is that there can be none that is dependable, except the method of supplying the air by force to a particular place at the particular time, in certain definite quantities irrespective of any condition of outside weather or winds, and the economy of any system of Heating and Ventilating must be measured by its ability in ordinary use to produce these results with a minimum waste and a minimum of expenditure.

The Peerless Unit System eliminates all waste by conserving the heat until it is needed, and the air mixing damper provides a means by which only such quantity of heat is used as is necessary to raise the fresh air brought from outside to the temperature necessary to maintain the class-room at 70° Fahrenheit. This too, without any drafts or without the introduction into the room alternately of extreme cold air or extreme hot air.

Send us your Heating and Ventilating problems.

PEERLESS UNIT VENTILATION CO., INC.

521 WEST 23rd STREET, NEW YORK

SCHOOL HYGIENE

THORO SCHOOL INSPECTION VERSUS CLOSING SCHOOLS DURING EPIDEMICS.

Frederick W. Sears, M. D., Sanitary Supervisor, New York State Department of Health.

It is pleasing to note that the irrational and impracticable method of closing schools and allowing moving picture theaters and social gatherings to continue as usual in the presence of communicable disease in a municipality is gradually being displaced by more practical methods.

This procedure might be permissible in exceptional instances, as for example in sparsely settled rural districts where school inspection can not be obtained and where there is little opportunity for children to get together when not in school.

A moment's thought should convince anyone, however, that it is a mistake to close the schools in cities and villages and to allow amusements and social gatherings to be frequented by children. Closing the schools, under such circumstances gives the health officer little or no opportunity to follow up or to secure proper isolation and quarantine of contacts.

To depend upon parents and guardians to keep the health officers informed of cases and contacts is an exceedingly unreliable practice, especially in epidemics of a mild character, for often it is in only the more serious cases in which a physician is employed and the case reported to the health officer. Consequently, many cases are missed and when the school reopens cases are frequently admitted which are still in the infective stage.

With efficient school inspection, the cases can be more carefully examined, contacts can be more easily traced and the outbreaks thus more readily brought under control.

A recent experience in one of the cities in my district serves as a good illustration of what can be done by intelligent team work. In the latter

part of September of this year, an outbreak of scarlet fever occurred in one of the schools in the city of ——. Owing to its mild character, the early cases were not recognized and the disease spread rather rapidly in spite of close attention by the health officer and the school nurses, until about 35 cases had developed. About this time it was noted that five children developed the disease on the same day. It was then discovered that these five children attended a moving picture show five days previously. Soon other circumstances led to the belief that most of the infection was being spread outside of the school and it was decided to put more stringent methods in force. Accordingly, a meeting of the board of health of the city was held and after careful discussion the following plan was decided upon and immediately put into force after the purpose of these regulations had been explained in the press: Moving picture theaters, Sunday schools, churches, dancing schools and all public assemblages were closed to children under the age of 16 years; the schools were kept in session and additional school nurses employed; all school children were carefully inspected daily, and children showing any suspicious symptoms of scarlet fever were sent home for observation; the names of all absentees from school were secured by the nurses and on the following morning the health officer and one of the nurses visited the homes of all of the suspected cases to ascertain their condition and if no evidence of the disease was found the child was allowed to return to school. At the close of the day's session the health officer and a school nurse visited the homes of the absentees to learn the cause of their absence. Thus all school children were under observation daily. The effect of this method was most gratifying.

The regulations were put in force on October 31, 1919. From that day until November 13 only ten new cases were reported and all but four of these were secondary cases occurring in families where the disease had been reported previously. No new cases have been reported in the city since November 13. The board of health again convened on November 20 and decided to remove the restrictions.

An interesting feature of the plan was that the daily attendance of the school children was increased in all of the schools except in the schools where cases and contacts were kept under observation in the home. This was undoubtedly due to the close follow-up work in looking after the absentees.

When we consider this from the standpoint of financial economy in keeping the highest rate of school attendance as compared with the old method of closing schools for an indefinite period of time, the extra cost of school inspection sinks into insignificance. When we consider it from the standpoint of disabilities and loss of life which frequently result from an epidemic of scarlet fever, the health authorities should be congratulated on the efficiency of their work and for having the courage of their convictions.

Effective work of this kind inspires confidence in the public and leads to a more perfect co-operation which is always necessary for the full degree of efficiency in public health work.—*New York Health News.*

HYGIENE AND SANITATION.

A recent report of a special committee on universal physical education, appointed a year ago by the National Collegiate Athletic Association, shows that six states have passed compulsory physical education laws within the past twelve months. There are now fourteen states in which such measures are operative.

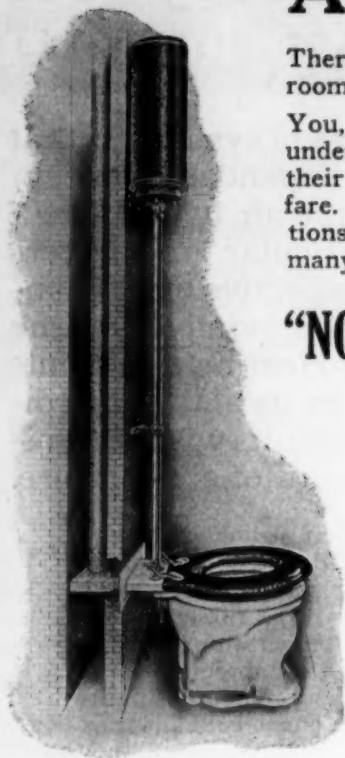
The six states which took up the work this year are Washington, Oregon, Utah, Maine, Michigan, and Indiana. Between 1916 and 1918, laws of this character were enacted in New York, New Jersey, Rhode Island, Illinois, Maryland, Delaware, Nevada and California.

While the laws are in most part incomplete and not wholly satisfactory, they are beginnings, and they represent a tremendous advance in a period of four years. A movement that reaches 29 per cent of the states in four years is an evidence of real progress.

With the state law such as to prevent the school administration from spending any portion of its income for lunches for students of the public schools, the School Lunch Association was

(Concluded on Page 95)

A PRECAUTION—



954-N

There is no greater menace to life and health than insanitary condition in the toilet room, resulting from neglected, or, improper toilet room fixtures.

You, Mr. Schoolman, are directly responsible for the health of the pupils in the schools under your charge. It is up to you, to see that conditions are such as to not impair their health. Your position on the School Board demands an interest in their welfare. Unless this is done and proper measures taken to overcome insanitary conditions in the schools, it will be impossible to eliminate the many diseases which exist among school children.

"NONCO" Plumbing Fixtures for Schools

are scientifically designed and are absolutely sanitary in every respect. There is a certain completeness and finish about "NONCO" Fixtures that challenges criticism. They are perfect in every detail and are guaranteed to withstand the hard usage usually received from school children.

Our fifty years of experience in the manufacture of plumbing fixtures for schools places us in a position to serve you most intelligently and economically.

WRITE US TODAY. OUR EXPERTS
ARE AT YOUR SERVICE



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N. O. NELSON MFG. CO. EDWARDSVILLE, ILLINOIS
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Asbestos curtains,
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Stage scenery for your Auditorium
stage. Special, Historic, Scenic
or Architectural paintings
for front drop curtains.

Twenty years of experience in equip-
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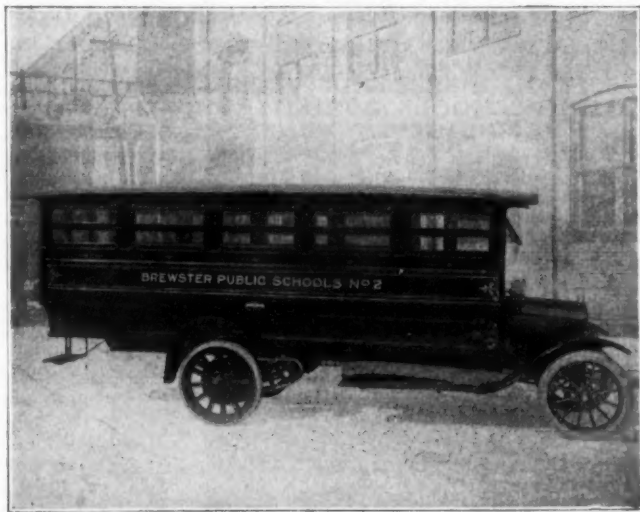
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301 Broadway Market Building,
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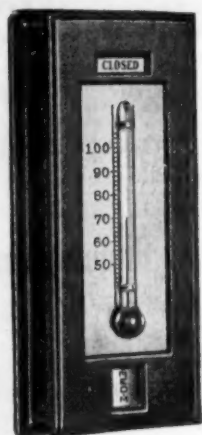


Children arriving at school warm and comfortable
in early winter days prove the wisdom of their
investment to those fortunate school officials who
have standardized on

WAYNE SCHOOL CARS

Which Guarantee Successful Transportation

MADE BY
THE WAYNE WORKS
RICHMOND, INDIANA
"Since 1868"



JOHNSON— The Accepted Standard

School architecture like all forms of building construction has now accepted standards. Sizes of classrooms are standard. Fireproof construction is being standardized. Temperature regulation was standardized years ago by Johnson.

After 38 years of experience we have perfected the



Johnson (Heat Humidity) Control

and the satisfactory operation of thousands of school plants tells its own story of our progress. We are not overstating our case when we assert that Johnson is the accepted standard in temperature regulation.

The Model Metal Diaphragm Thermostat and the "Sylphon" Metal Bellows Diaphragm Valve make the long-looked-for and only ALL-METAL SYSTEM.

It costs more, but it is the best.

The Johnson Service Company
MILWAUKEE, WISCONSIN

THE OLDEST—THE LARGEST—AND ALWAYS THE MOST PROGRESSIVE



(Concluded from Page 93)

formed in Indianapolis recently to provide lunching facilities at the schools. W. A. Caperton, a well known business man of Indianapolis, was elected president of the new association.

The problem of adequate food for the pupils of the schools has been a vexatious one in Indianapolis, as well as in other parts of the country. As indicated, the administration, as such, could do nothing. It aroused sentiment on the question, however, and in a quiet way, has indicated the proper course of action to the School Lunch Association. The latter must of necessity secure money for its operations from private sources.

The idea is to provide lunches at cost or less, if necessary, in order to meet the extremely modest purse of the average pupil. The system in vogue in Louisville will be followed, probably. Mrs. Mason Maury, director of the Louisville department of school lunches, explained at the Indianapolis meeting how standardized lunch rooms have been installed in the schools, and hot soup, hot cocoa and buns served at two cents a portion. Thus, for four or six cents, a pupil can get a satisfactory and appetizing lunch. Similar equipment is to be installed in Indianapolis, the school providing the space and having much to say regarding the purchase of equipment.

St. Joseph, Mo. A dental clinic has been established in the central library annex. The clinic is to be conducted in connection with the medical clinic and is in charge of a registered dentist.

Oklahoma City, Okla. Open air classrooms are to be established in all new buildings according to a policy adopted by the board. An open air school modeled after the St. Louis schools is planned for early erection.

The Superior Court of Seattle, Wash., has upheld the school board in its expenditures for medical clinics. The School Protective League, which attacked the right of the board to appropriate such funds, has asked for an appeal to the higher court. Evidence was given to show that the total cost for ten months of the present year has reached \$40,000.

De Pere, Wis. An open air school has been opened. Children who are physically weak are eligible for attendance.

The Joint Committee of the American Public Health Association and the U. S. Bureau of Education recently made a report on its findings concerning the closing of schools as a means of controlling epidemics.

As a method, the committee finds it is clumsy, unscientific, and unsatisfactory, for it fails to control and results in loss of school time and money. The modern method of careful daily inspection of infected schools, isolation of sick children and quarantine of contacts is considered by the committee to be both effective and economical.

The method for controlling epidemics among school children advised by the committee are:

1. Keeping the schools open, except in sparsely settled rural districts.
2. Careful daily or frequent periodical inspection of schools.
3. Exclusion of cases and contacts.
4. Systematic house visitation.
5. Reliance upon natural and physical cleaning rather than upon chemical disinfectants.

The report is issued by the Bureau of Education and is signed by Dr. W. S. Small, Dr. W. C. Woodward of Boston, Dr. F. G. Curtis of Newton, Mass., Dr. B. Kahn of Philadelphia, and Dr. T. Clark of the U. S. Public Health Service.

HEALTH SUPERVISION IN OMAHA.

The board of education at Omaha, Neb., maintains a Department of Health Supervision consisting of a staff of eighteen field nurses, one supervisor of nurses and one physician who acts as director of the department.

Each of the young women in the department is a graduate registered nurse and has had special training in contagious diseases, making it possible to judge the symptoms of defects that are most common and readily obvious in children.

Each nurse is given a definite program of schools, and is given opportunity for getting into the homes, and of coming into close touch with the mothers. The efficient work and the kindly manner of the nurses has made it possible for them to become the helpful advisors of the children in the schoolrooms and the friendly visitors in the homes.

The work of the school nurse has three main objects:

1. To discover contagious cases and to exclude them from school, making every effort to find the source of the infection, thereby protecting the school and community.
2. To discover, and make every effort to have corrected, physical defects that tend to impair health and future happiness of the child.
3. To advise both children and parents of the necessity of the correction of physical defects during childhood.

The nurses' work is carried on thru three departments, the school, the home and the free medical and dental clinics.

Physical examinations of school children are carried on according to the following routine:

Nurse's room arranged with Snellen's eye chart, wooden tongue depressors, a basin of lysol, a thermometer, and clerical supplies.

Children report to nurse one at a time—this inspection is private. Vision is tested by the use of Snellen's eye chart. Hearing is tested by whisper method.

Throat, teeth, etc., are examined, symptoms of nasal obstruction are noted, also the general color of the skin, posture, glands, and other defects that are apparent to the nurse.

Where evidence of defects is found, the importance of consulting the family physician regarding a correction is explained.

With the present staff of school nurses, it has been possible to reach every portion of the city on weekly or semi-weekly visits. The Department of Health Supervision of the board has before it the distinct aim of making the homes of the city clean, wholesome places in which to live, where proper food, fresh air and health abound.

The Kentucky Committee on Physical Education has prepared a bill which is to be presented to the state legislature as a means of empowering the state to introduce the subject in the schools. Local school boards, under the law, will be permitted to adopt the subject as a part of the curriculum.

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Vols. II and III. By John C. Gray, A. M. Cloth, 486 pages. J. B. Lippincott Co., Philadelphia.

Detailed outlines for teaching each step in fractions, with examples of objective work, form the contents of the book for intermediate grades. These outlines are minute in their fullness. Usual and sometimes unusual, situations have been worked out in detail. Objects illustrating work in fractions are not only given by teachers, but pupils are taught to make illustrative work and from this work to draw their own conclusions. Over and over again, teachers are cautioned against introducing more than one new element at a time, tho this advance work may be combined with suitable reviews. Indeed teachers are reminded that power in past work must not be lost while gaining something new, so teachers should hold themselves responsible for suitable reviews.

In the first chapter of the book for grammar grades is a history of integers, going back to finger counting, pebble counting, the invention of the abacers. Roman notation, integral and fractional, is explained in the second chapter. Work in duodecimals appears in the third chapter that pupils may understand why our ancestors changed the fractional base from twelve to ten. From an historical point of view, this material is interesting; it may be questioned whether it is really valuable for pupils in the grammar grades. Diagrams under measurement are exceptionally good.

As the author's aim is the development of each step or subject, perhaps his minuteness of detail is necessary. Still little is left to the insight and initiative of teachers. If they are worth their salt, are all these details necessary; if they are not worth their salt, will they know how to use all these details?

The Correlation of Abilities of High School Pupils.

By David Enrich Weglein. Paper, 100 pages. Johns Hopkins Press, Baltimore, Md.

Work already done along these lines has shown a need exists for further study among large numbers of pupils, and in as many different schools, as possible.

This study deals with the school record of the Western High School, Baltimore. At the time of this study, the enrollment was about 1,000. As the pupils were girls only, the variation of sex difference was eliminated. The number of teachers needed in each subject made the personal equation a nearly negligible quantity. Part I gives the coefficients of correlation existing between the school grades made by the 121 graduates in the four years of their high school course. Part II is a study of the relation between the results obtained in several ability tests and the school grades of some first-year pupils in 1915.

Tables of the results obtained in different studies thru four years, show considerable agreement. It is thought that if one subject only be taken as a basis of judgment of school progress, English is probably the best one to select for this purpose.

Elementary School Inventory Book. Book III.

Arranged by George D. Strayer and N. L. Engelhardt. Cloth, 167 pages. C. F. Williams & Son, Inc., Albany, N. Y.

This book follows along the lines of the earlier volumes of the series. It is arranged for large grade school buildings—up to thirty rooms capacity. Space is provided for inventorying very complete manual training, domestic science, library, auditorium and other equipments such as

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Grand Daddy Whiskers, M. D.

By Nellie M. Leonard. Cloth, 104 pages. 8vo, illustrated. Thomas Y. Crowell Co., New York.

In the Green Fields.

By Zoe Meyer. Illustrated by Clara Atwood. Cloth, 143 pages. Price, \$0.60. Little, Brown & Co., Boston.

Among the best of the year's offerings for supplementary reading in the primary grades are these two charmingly illustrated books.

A First Book in Algebra.

By Fletcher Durell, Ph.D. and E. E. Arnold, M. A. Cloth, 132 pages. Charles E. Merrill Company, New York and Chicago.

This book presents a year's work for beginners in the first year of high school. The chapters are divided into two parts—the first covers the simple elements of each topic with as little theory as possible; the second part reviews the more advanced form and adds new problems and more difficult mathematical applications of the principles. The entire mathematical scope of the book can thus be covered in a semester and will afford a working knowledge of the subject for those students who cannot devote a full year to it. The second semester's work will drive home the matter mathematically in a valuable way.

PUBLICATIONS.

General Report on School Buildings and Grounds of Delaware. Vol. I, No. 3, Oct. 1915, Bulletin of the Service Citizens of Delaware, Newark. This report which has been prepared by Dr. Geo. D. Strayer and Dr. N. L. Engelhardt, represents an account of the condition of a majority of the schools in Delaware, with accurate descriptions and photographs of typical instances. It follows a former report on the physical condition of the schools issued in August, 1919. The report is divided into two parts, namely, the housing of the school children in both white and colored schools, and the measurement of the buildings of the state.

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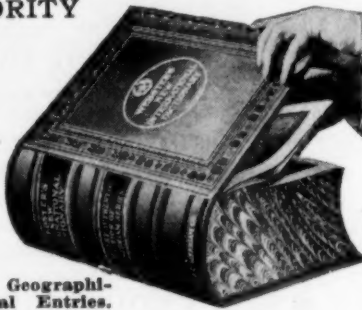
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BOOKS AND PUBLICATIONS

(Continued from Page 97)

Teachers' Pension Systems.

Paul Studensky. Cloth, octavo, 460 pages. Published for the Institute for Governmental Research, by D. Appleton & Co., New York.

Pension systems intended to protect teachers in old age and disability are effective in 22 states and apply to more than fifty per cent of all instructors in the elementary and high schools of the United States. The principle of civil pensions as applied to teachers, may be said to be accepted very generally by students and experts in educational administration on grounds of equity, humanity and social betterment, and on the further important ground of the security and efficiency of the public-school system.

The present book is the first adequate study of the principles and present status of teachers' pensions and it must be welcomed by every schoolman who has followed the movement as it has made itself evident thru the enactment of laws, and thru the publication of innumerable public reports, magazine articles and similar fragmentary printed records.

The author traces the growth of pensions from the earliest attempts at mutual benefit associations in New York and Brooklyn to the enactment of the latest scientific state laws enacted in 1919 in New Jersey, Ohio and Vermont. The first section of the book lays down the principles—actuarial, financial, legislative, administrative and politico-economic—which have been accepted at different times in the development of the idea and which now prevail. With great care he presents the various points of view and with considerable nicety he deduces guiding principles.

The typical pension systems as they are in force today are described in the second section. The shortcomings of the systems without reserves, or with inadequate reserves, are made very clear, and ready comparison is offered between state, city and other local systems.

The appendix lists all present day systems in an extended comparative table and adds com-

plete lists of references to laws, statistics, literature, etc. The complete laws of six sound state systems and one city system, New York's, are printed.

The author is exceedingly judicious in presenting conclusions. For the most part he allows facts and figures to speak for themselves and for him. The work is deserving of a prominent place in every school board library.

Food for the Sick and the Well.

By Margaret P. Thompson. Cloth, 82 pages. Price, \$1. World Book Co., Yonkers, N. Y.

This book is the result of years of experience of a registered nurse and is intended for use in the home and for reference in the school kitchen. It outlines the elements of balanced rations and presents recipes and complete directions for a great variety of dishes such as can be made in the home by the average intelligent cook. A chapter on the simplest treatments which physicians order is included.

Our United States.

A History. By William B. Guiteau. Cloth, 637 pages, illustrated. Silver, Burdett & Co., New York, Chicago, Boston, San Francisco.

In these days, history as well as maps, need to be rewritten and this particular history has been written along broad lines. Past events and movements are shown to be parts of the larger whole.

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books have been carefully classified under references for teachers, special topics for teachers, special topics for pupils.

A well-proportioned sketch of the causes, leaders, progress, crises, present status of the settlement, forms the last section.

Handschin Modern Language Tests.

By Prof. Charles Hart Handschin, Miami University. Each test put in packages for 50 pupils, with four record sheets which give complete instructions for administering the tests and contain a key to the answers. World Book Co., Yonkers, N. Y.

This material has been developed from the author's long experience in teaching elementary Spanish and French and is intended to provide a ready means of determining the efficiency of students at the end of two or three semesters of work. There are two silent reading tests in French, a comprehension and grammar test in French and two silent reading tests in Spanish. The reading tests are equal in scope and aim but differ in content so that they can be alternated and an estimate can be made of the progress which has been made in a semester or in a year.

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PUBLICATIONS OF INTEREST

List of References on Teachers' Salaries. Leaflet No. 8, 1919, of the Library Division, Bureau of Education, Washington, D. C. Contains general information on the subject of teachers' salaries, the status of the problem in special localities, high schools, colleges and universities, information on minimum salaries and equal pay for men and women, bibliographies and periodicals indexed in the bibliography.

(Concluded on Page 101)

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(Continued from Page 99)

The Salary Situation at the University of Washington. A report to the president and the board of regents by the association of instructors. The pamphlet goes into the causes for the deterioration in instruction and presents tables of facts relating to the increased cost of living, wage adjustments, faculty budgets and salaries, salary adjustments and changes in the University during the past ten years.

Mothers' Pensions in the United States, Canada, Denmark and New Zealand. By Laura A. Thompson. Legal Series No. 4, Publications No. 63, 1919, of the Children's Bureau, U. S. Department of Labor, Washington, D. C. Price, 25 cents. The pamphlet is a compilation of laws relating to mothers' pensions in this country and in other countries, and has been issued to meet an urgent demand for such material. It offers a history of mothers' pension legislation and shows what has been accomplished in the several states. A very complete bibliography, and record forms for use in connection with applications for, and the issuance of pensions, are given.

Silent Reading Tests. By William C. Adams, State Normal School, Plymouth, N. H. The aim of teaching reading is to make the pupil efficient in speed and comprehension. In order to ascertain the speed and comprehension of the pupil's reading, a test is necessary. The tests in this pamphlet are intended for use in the first nine grades. They consist of tentative scores and pupil scores, with markings for the pupil's grade, words read per minute, and comprehension score. The class averages, pupil's name, age and school, date of the test and teacher's name are attached to the score card.

First Annual Report of the Bureau of Educational Research, College of Education, University of Illinois. Price 25 cents. Published by the University of Illinois, at Urbana, Ill. This booklet is at once a yearbook embodying the work of the Bureau of Educational Research during the past year and an announcement of the projects which are contemplated and the test business which is to be conducted. The material contains a study of the organization of the Bureau,

the lines of work attempted, the publication and purchase of tests, distribution, projects undertaken in the past, proposed projects and the conduct of mental tests.

Report of the Committee on Superintendents' Problems. Part I, by Harlan Updegraff; Part II, by A. Duncan Yocum. Issued by the National Education Association, Washington, D. C. The first section of the report deals with administrative cooperation in the kind of courses of study in elementary schools, and the second part in a study of a subcommittee on the curriculum of the schools. The report contains a number of tables and graphs explanatory of the text matter. It constitutes the first comprehensive statement of the democratic provisions made in cities for the participation of teachers in an important phase in school administration. As a document it is the most important contribution of the N. E. A. in some time.

A LETTER

To the Editor:

Recently something was said in your valuable paper about the negligence of school boards and school authorities generally in the matter of replying to teachers' applications.

Permit me to say that there is something to be said on the other side of the question. I never fail to respond to an applicant who is thoughtful and courteous enough to enclose return postage. But we are flooded with applications for positions in Alaska, and I feel sure you would be surprised to know how many teachers (?) neglect to do this. Perhaps in view of the teacher-shortage, they consider that they do us a favor by applying and think we are glad to pay their postage, but not so! One stamp is a small matter, but the aggregate is not. Other Alaskan superintendents have told me that their experience is the same.

It seems to me it would be a kindness to lay this matter before the teachers whose instruction in the etiquette of business correspondence has been so neglected, so that they can place the blame where it belongs. But how reach them all? Applications come from the Atlantic Coast

to Honolulu and many go unnoticed for the reason given, while the writers wonder why.

Very truly yours,

E. E. KEEVER,
Cordova, Alaska.

Jan. 17, 1920.

A CRITICAL SITUATION IN ADMINISTRATION.

Conclusions and Resolutions.

(Concluded from Page 38)

To inaugurate a nation-wide movement to correct the above critical situation the Cincinnati Schoolmasters Club passed the following resolutions:

Whereas, The number of men entering the teaching profession is diminishing so seriously, owing particularly to greater rewards in other vocations, and

Whereas, The influence of men is considered necessary in the proper education of our American youth,

Therefore, Be It Resolved, That (a) The Cincinnati Schoolmasters Club deplores this condition existing in our American schools, whereby the growing generation will be deprived of this influence, and (b) that the President of the Cincinnati Schoolmasters Club appoint a committee to request the Board of Directors of the National Education Association, thru its Committee on Teachers' Salaries, Tenure and Pensions, to urge upon the American public and its boards of education the necessity of *immediately* correcting this serious situation by all proper means and measures.

Supt. Harry L. LaBarge, of Muskegon Heights, Mich., has announced his resignation, effective with the close of the school year. Mr. LaBarge plans to enter the University of Chicago, where he will prepare for a degree.

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is made perfect because it is **An Ideal Stereopticon** for both lantern slides and opaque objects such as pictures, post cards, reading matter and objects of all kinds, dead or alive.

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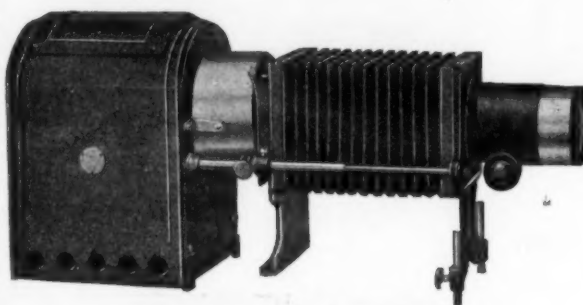
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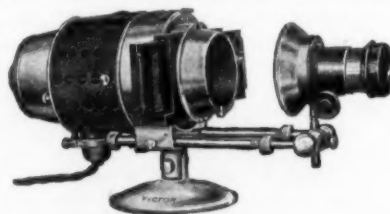
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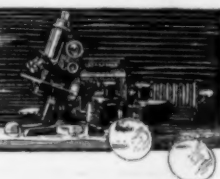
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SCHOOL ADMINISTRATION NOTES

HIGH SCHOOL TEACHERS TESTED.

At the request of the teachers of the Central High School, Omaha, Neb., the Army Intelligence Test Alpha was given to a group of forty teachers. The results were so interesting that a summary is given for the benefit of interested readers. The test was devised by a special committee of the American Psychological Association shortly after the beginning of the war and was given to groups as large as 500 at one time.

Since the war, various groups have been given the army test. It is thus possible to make a comparison of the distribution of intelligence in the various groups. The table shows the distribution by letter ratings:

Intelligence Rating.

	Army	H.S.	H.S.	H.S.	H.S.	C.H.
	Reg.	Frsh.	Soph.	Jrs.	Srs.	S. Tch.
	Per	Per	Per	Per	Per	Per
	cent	cent	cent	cent	cent	cent
A	3.5	7.	17.	31.0	38.	97.5
B	7.5	34.	44.	48.4	45.	2.5
C (plus)	13.5	46.	33.8	18.7	14.7	
C	21.5	12.5	5.0	.9	1.3	
C (minus)	22.0	.4	.1			
D	22.0					
D (minus)	10.0					

A comparison of medium scores of various groups is given below:

Central H. S. Teachers	166.5
Univ. Illinois Post Graduates	154.0
Univ. Illinois Seniors	153.0
Univ. Illinois Juniors	145.0

Univ. Illinois Sophomores	145.0
Univ. Illinois Freshmen	142.0

The following system of rating was used:

A or 135-212 means "very superior intelligence."

B or 105-134 means "high average intelligence."

C (plus) or 75-104 means "average intelligence."

D or 15-24 means "inferior intelligence."

D (minus) or 0-14 means "very inferior intelligence."

The table shows that a high rating is the result of educational experience and that the army test is not a test of "native intelligence."

The score made by the teachers of the Central High School is really a boost for the army mental test as well as for the teachers. Logically, the teachers of a school like the Central High, which offers better inducements than the majority of high schools, should score exceptionally high if the test is a valid test.

TEACHERS AND ADMINISTRATION.

A total of 5,300 pupils, or 114 classes, in Chicago elementary schools, were without regular or substitute teachers during the period of one week in January. The shortage of teachers occurred thru the inroads of the "Flu" epidemic and the resignations of teachers. The situation was later relieved with the entrance of 115 cadet teachers from the normal school.

The board has announced that it will continue to issue temporary certificates to those who have had previous experience.

New York, N. Y., school teachers who will become entitled during this year to an annual salary increase, must be paid the full increase and not the one-third moiety allotted by the board of education, according to a decision of Deputy Commissioner F. B. Gilbert of the state department. The deputy commissioner declares that it is not legal to give the teachers less than the yearly increment provided in the salary law upon the anniversary date of appointment.

The board had previously interpreted the clause of the salary law that distributes over three years, the difference between the old and the new schedules, to include the salary increment. The board planned to take one-third of

the difference between the salary the teacher was receiving and what she would receive under the new law, and also to take one-third difference again on the anniversary date of appointment. This would give the teacher \$35 on the anniversary date of appointment on June 1, 1920, and \$70 on June 1, 1921, instead of \$105 increment on each date as the law provides.

The privilege of marriage and parenthood, without disqualification of their vocation, has been demanded by the Birmingham Federation of Teachers, at Birmingham, Ala. The teachers have affiliated themselves with the American Federation of Labor and have adopted an extensive program for increased wages and improved working conditions.

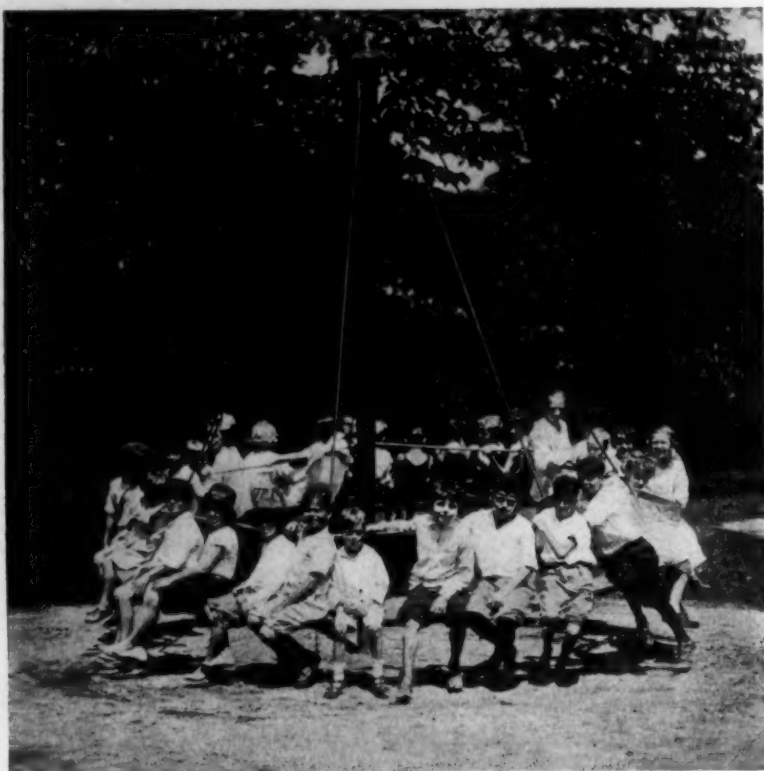
The Ohio school authorities have adopted a goal of 2,000 trained teachers for the year 1920. The state superintendent's office has appointed a committee which will conduct a campaign for better and more adequate teaching staffs and all clubs and educational institutions have been urged to take part in the program. Supt. F. B. Pearson likens the appeal for teachers to that of the recent war, when young women of wealth and culture went to France as nurses and other helpers.

Montclair, N. J. The board has taken steps to erect a dormitory for women teachers. The dormitory is expected to save much time formerly spent in travel to and from local schools from outside points.

The teachers of Quincy, Ill., have formed an association looking toward an ultimate increase in salaries. The four-fold resolution of the organization proclaims that the teachers are not strikers, that they respect their contracts, that they wish to proceed in a professional manner, and that they are not connected with the American Federation of Teachers.

State educational authorities of New York State report a serious shortage in teachers due to the number of teachers who have gone into other employments and to the fact that the number of students preparing to teach is about half what it was in 1916-17. Rural schools are unable to obtain teachers and it is expected that about 1,000 districts will be compelled to sign

(Concluded on Page 105)



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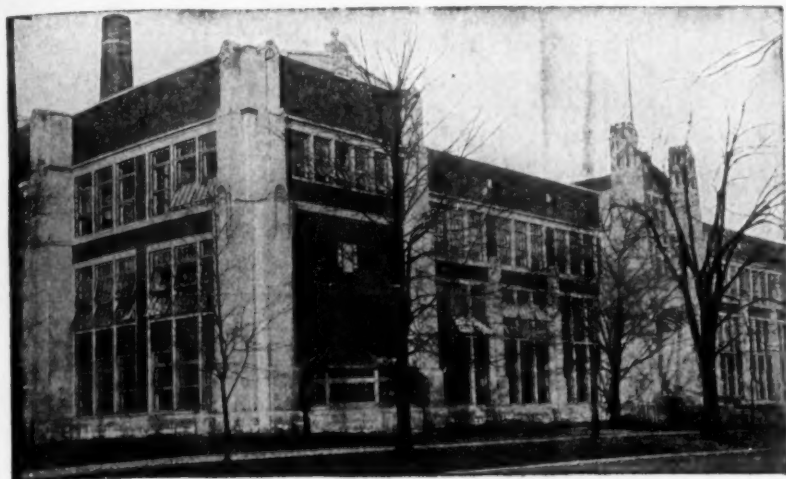
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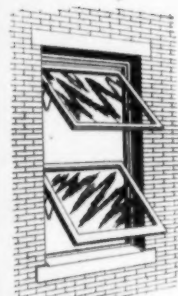
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Not the least advantageous feature of the extinguisher is the harmlessness of the liquid employed, it having no injurious effect on anything that it may strike when putting out a fire.

I can see no defects in the device. I congratulate you upon the device, and wish you the greatest possible success, which you deserve.

Faithfully yours,

HUDSON MAXIM.
(Hudson Maxim is Chairman of the United States Consulting Board.)



Hermetically
Glass Sealed
Acid Bottle
(cut 1/2 size)

(Concluded from Page 103)
contracts with other districts for the care of their children.

The prospect of recruits from the training schools is not bright. There are ten normal schools, each and every one of which reports a steady decrease in the number of persons preparing to teach. All of the normal schools together will graduate this year only 750 students, while there is an urgent need for 5,000.

Institutions other than normal schools hold out even less prospect for recruits. Hamilton College reports that of 298 students, only eight or ten will take up teaching. Last year the state department issued only 471 college graduate certificates to persons desiring to teach.

A total of 576 teachers in Philadelphia schools have retired from active service and receive incomes from the retirement fund totaling \$207,133.22 a year, according to the twelfth annual report of the retirement board. Of this number 219 have retired on account of age and 357 because of disability. There will be about thirty more retired at the end of the present term by the new law affecting all over 70 years of age.

Mr. Henry J. Gideon, chief of the Bureau of Compulsory Education at Philadelphia, Pa., in a recent talk to teachers and principals, recommended the employment of visiting teachers as a means for meeting the present shortage. Mr. Gideon pointed out that there are 5,000 children who are daily on the streets or on part-time because there are no substitutes. There is a need for 200 trained teachers for this work.

The school teachers of Atlanta, Ga., have applied to the Atlanta Federation of Trades for a charter, giving them membership in the local trade union council. The teachers have gathered statistics showing that they are receiving less money for their services than are the teachers of any other of 38 American cities corresponding in size and population to that of Atlanta.

Efforts have been made by the Washington and Chartiers Valley Central Labor Union of Pennsylvania to organize the school teachers of Washington, Canonsburg and neighboring places in the county.

The State Teachers' Association of Pennsyl-

vania, at its annual meeting held February 6th, at Harrisburg, adopted a resolution pledging its efforts in obtaining increases in salaries for teachers. A committee has been appointed to study the problem and to present a report on the findings.

It has also been decided to petition the proper authorities for a further consideration of the Woodruff act, increasing the salaries of teachers. It is held that the act is not clear and specific with reference to the fixing of salaries of teachers newly employed in a district.

Prepared to wage a campaign to revoke the state law prohibiting married women from becoming public school teachers, Mrs. May L. Cheney, appointment secretary at the University of California, will leave Berkeley for Sacramento to accept the appointment as assistant secretary of the state board of education.

"The public schools of California are filled with old maids as school teachers," declared Mrs. Cheney recently. "The present state law preventing married women from entering the profession is stupid and most ridiculous."

"If we believe in marriage, we should not restrict married women from teaching the children in our state. Women who have had children have a better understanding of them and therefore are better qualified as teachers in our public schools."

Mrs. Cheney's principal work with the state board of education will be the speeding up of certification of teachers in the state. Because of a shortage in the teaching profession, a call was recently issued for eastern teachers.

The seriousness of the teaching shortage is disclosed in reports at the University of California, which show that out of 3,000 calls made for teachers in different parts of the state, only a third of the positions could be filled.

"California is in a most favorable position in regard to the teaching profession," said Mrs. Cheney. "Its standard is high and salaries are being liberally increased. However, something must be done to bring these facts to the attention of young people on the point of choosing their vocations."

A temporary leave of absence of three months

has been granted to Mrs. Cheney, in order that she may assume her new duties.

Sharp light on salaries paid to teachers in California elementary schools is given in a report just compiled in the office of Will C. Wood, State Superintendent of State Instruction.

The average term wage to teachers in Lake county during the year just ended was \$573, the lowest in California. The highest wage average was in San Francisco county, where \$1,207 was paid; next highest was Alameda county, with an average of \$1,200.52. Low mark next to Lake county goes to Trinity, where an average of \$615 was paid.

At a meeting of the Northern Santa Clara County Teachers' Association held in Palo Alto on February 4, a decision was reached to resort to "aggressive tactics" to obtain higher salaries for members employed in the public schools.

The proposal was made that the teachers organize a union. It was indicated that such organization would have the approval of many of the teachers if the laws of the union were drawn to prevent strikes. Some of those present said that a condition amounting almost to a strike already existed in the county schools because so many of the teachers were leaving on account of the small pay.

The question of organization was acted upon at a meeting of the whole county association at San Jose on February 21.

The minimum wage in the Palo Alto elementary schools is \$1,170 a year. The minimum wage in high school is \$1,200. The departure of the regular teachers is making necessary the employment of many part time practice teachers from the university, it was stated.

Supt. C. R. Reed of Rockford, Ill., has recommended increases of \$300 for all teachers with more than two years of service, and an increase in the minimum for grade teachers of \$1,000 and for high school teachers of \$1,300.

A bill was recently passed in the New York state legislature providing that each school district, village and city will receive \$100 more in state aid provided they pay the teachers \$100 more than in 1918.

(Concluded on Page 107)

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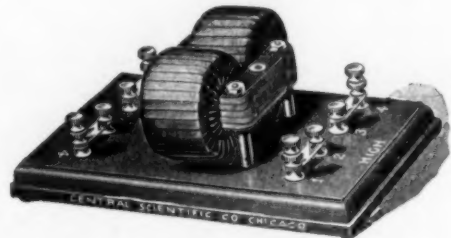
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(Concluded from Page 105)

The Missouri Teachers' Association has recently issued instructions for groups of teachers desiring to organize community teachers' associations under the new constitution of the state body. The plan provides for the organization of single associations, or for two or more group associations, as seems most convenient. The associations are to form the local center for all kinds of professional activities and all teachers who are members of the state association may also ally themselves with the community organization.

The following editorial in a San Francisco newspaper reflects the opinion of the paper in regard to payment of school teachers.

"California has a shortage of school teachers. No less than 1,424 left the service during 1919 and at least 350 positions are now vacant. And this despite the fact that seventeen out of 36 county superintendents reported they were forced to lower the educational qualifications in order to meet the deficiency.

"Time was when there were far more qualified applicants than positions to be filled. There are just as many young men and women with the necessary qualifications, and as many who would prefer teaching to any other calling; but tho they have the ambition and all the educational requirements, they have not the financial genius to enable them to live on starvation salaries. They are mathematicians and can work out almost any calculation save that of making a teacher's pay envelope equal to the demands of the landlord, the butcher and the baker, to say nothing of the tailor and the shoemaker.

"The luxury of light labor is still attractive, but people cannot afford to indulge in it at the cost of a dangerously light diet, shabby clothing that would shame a hodcarrier, and an eternal dodging of bill collectors. Many teachers have more collectors than children in their classes. Yes, and owing to the shortage many teachers have more pupils than they can possibly manage.

"Any man with strength enough can carry bricks up a ladder, but it takes years of training to make a good school teacher, and why should men and women labor at special studies to qual-

ify for a position which yields less than the average hodcarrier can afford to spend on cigars and gasoline.

"If it is necessary to lower the educational standard of teachers in order to obtain the required number we are committing a crime against the rising generation, and one for which we must pay dearly in the future. Education is not an expenditure, but an investment in an inferior article. If we could only get this idea of a national investment into the popular mind, perhaps we would not be so niggardly in the pay of our school teachers."

Greater elasticity is expected to result in the public schools of Indianapolis as the result of innovations in the normal school, which is training teachers, not for a single grade, as heretofore, but to fit them for work in several grades. It was argued by opponents of the measure that this step might result in some sacrifice of ability, but the school administration does not believe this to be true.

The change was made to conform with the new state law, which provides for a regular two-year course, instead of one year of academics and one of practice. The teachers are being groomed for certain groups of grades, instead of a single grade. Under this system, a teacher can step from a third grade classroom into one devoted to the fourth grade and take the work up where his predecessor left off.

The Los Angeles city schools will hold an examination for elementary and kindergarten teachers, including special teachers of agriculture, home economics and manual training in elementary grades on Saturday, March 28, 1920. The written examination will be given on Saturday and the oral examination during the Easter vacation week immediately following.

Applicants who are unable to take examinations on the dates named may attend the examinations to be held July 10th to 17th, 1920.

The Cincinnati school board has requested that the passage of the Wenner bill for teachers' pensions be deferred for the period of one year to permit of more mature consideration. The action of the board is based on the fact that the teachers of the Buckeye state are not in accord upon its provisions, and upon the further fact that school

administrators and boards of education have not given sufficient attention to the matter.

TEACHERS' SALARIES.

Portland, Me. The school board has adopted new rules governing teachers' salaries and the qualifications of applicants. The minimum salary for all regular teachers, with the exception of those receiving \$600 or less, has been fixed at \$900 for the year 1920-21, with an annual increase of \$300. After 1921 the annual increase will be \$100 until the maximum salary is reached.

Substitute teachers in elementary schools will receive \$2.50 per day, those in high schools, \$3.50, and those in evening schools, \$2.50 per evening.

The rules provide that no person may be appointed to a teaching position unless he or she is a graduate of a normal school, college or teacher-training school, with at least two years' training beyond the regular high school course, and at least one year's successful experience.

Graduates of normal or other training schools, who have not had one year's experience, may be appointed to trial service in the schools at a salary of \$700 for the first year. Upon the recommendation of the superintendent and the supervising principal and the committee, such trial teachers may be promoted to regular positions at the end of the first year provided the rank is excellent in scholarship, personality and teaching ability. New teachers are also appointed to positions in the high school for a try-out year, at a salary to be fixed by the board.

Benton Harbor, Mich. The board has adopted a minimum of \$1,050 for the grades and \$1,260 for the high school. This is an increase of 32 per cent over the former schedule.

Lead, S. D. The salaries of the grade and high school teachers have been raised \$100, the increases to be retroactive from September first.

The school board at Gloucester, N. J., has granted substantial increases to the teachers and janitors. Grade teachers who receive less than \$900 a year have been given increases of \$200, or \$20 a month. Those receiving more than \$900 a year have been given increases of \$15 a month. The janitors have received increases of \$10 a month.

(Concluded on Page 109)

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S U P R E M A C Y

RESULTS of the International Typewriter Contest to prove quality of machine and skill of operator, held at the Annual Business Show in New York City October 20, 1919, have for the *fourteenth* time established the supremacy of the Underwood Typewriter in speed, accuracy and durability.

Every year for thirteen consecutive years in this contest the World's Champion has made his or her record on an Underwood machine.

This, the fourteenth year, and previous years the Underwood led because of its mechanical superiority which developed the necessary speed and accuracy.

The Thousand-Dollar Trophy Cup, the championship prize, was awarded to the new World's Champion Typist, William F. Oswald, who wrote at the rate of 132 words a minute. The cup will continue in possession of the Underwood Typewriter Company.

Best Records are Always Underwood Records

(Concluded from Page 107)

More than 6,000 regular and special elementary teachers have appealed to Governor Lowden of Illinois, thru the Chicago Teachers' Federation, to call a special session of the legislature to increase the taxing power of the board of education.

The federation's board of managers hopes to enable the school board to grant maximum salaries of \$2,500 a year—the "health, decency and efficiency" minimum established by the government.

Franklin, Mass. The board has included an amount in its budget sufficient to pay increases of 25 per cent to the teachers.

Fall River, Mass. The teachers have received increases of \$400 per year and the board employees increases of \$200.

Keene, Vt. A new salary schedule just adopted provides an approximate increase of \$200 for each teacher. Teachers who have been receiving \$800 to \$850 per year will receive \$1,000 a year. Those who have had teaching experience will be raised to \$1,100.

New York State reports a thousand country schools closed because of a shortage of teachers. The country schools suffer more largely because of the attractions of the city schools, with their larger salaries and city life. A number of former teachers have turned to other and better remunerated employment.

The remedy for the situation is higher salaries and better living conditions. If higher salaries must be paid to keep the schools open, then these salaries will be paid by the public.

The attorney general of Oklahoma has rendered an opinion to the effect that teachers' pay cannot be withheld for a period during which schools are closed because of a coal strike. It is held that the teachers hold themselves in readiness for teaching and the board must sustain the loss by enforced closing.

The Supreme court of Minnesota has recently rendered a decision that teachers in the St. Paul schools may be dismissed without trials. The decision was given in response to appeals by two teachers who sought reinstatement thru mandamus proceedings. The court has ruled that the

teachers are not entitled to trials because the charter has prescribed the procedure without providing for trials.

It was shown that the commissioner had removed the teachers in the exercise of power given him by the charter, and that he had followed the prescribed procedure and assigned reasons sufficient to justify the removals.

The Associated Teachers' Union of the American Federation of Teachers, New York, has as its principal aim, the education of all union labor men, both leaders and rank and file.

The association plans to open special night courses for labor leaders in economics, management and production problems and kindred subjects as a means of developing a new type of leader who will cooperate in managing industries instead of spending his time. Two further sets of classes in evening classes, English, history, economics and other subjects will be instituted.

A teachers' agency has been established in Vermont under the direction of State Supt. M. B. Hillegas. Mr. H. O. Hutchinson of Burlington, will be in charge of the agency work. The new department seeks to help teachers in the state in securing better positions, higher salaries and to retain in the service those who prove competent. The New York City board of estimate has obviated a threatened strike of the teachers by voting an appropriation of \$620,000 to pay overdue salaries and to overcome a deficit in the teachers' salaries fund. It is charged that the board had diverted the teachers' funds to other purposes and had thus created a temporary deficiency in this department.

The office of the corporation counsel of Detroit, Mich., has rendered a decision that school teachers cannot legally be granted the proposed \$50 monthly bonus. The decision is based on a legal clause which stipulates that a change of compensation cannot be made in a contract that is still in force. It was shown that the teachers had signed contracts which stipulated a certain remuneration for the period from September to May. The proposed bonus was included in a resolution of the board, which was vetoed by Mayor Couzens, and readopted over his veto.

A recent report of the Secretary of the Department of the Interior at Washington declares

that more than 145,000 school teachers have resigned in the year just ended to accept more lucrative employment. New York's quota to this number was approximately 1,500. There is a shortage of men teachers, especially, as shown by the fact that there are 2,000 men teachers out of a total of 23,000 instructors in the city schools.

Burlington, Vt. All teachers in the schools, with the exception of those already being paid the maximum salary, will receive a pro rata bonus of \$100 each on full-time contracts, and \$50 each on part-time contracts for the present year.

Newport, R. I. The board has adopted increases in salary for all teachers in the grades. Teachers in grades I to VII will be given \$1,080 the first year, \$1,140 the second year, and \$1,200 the third year. Teachers in grade VIII will be paid a maximum of \$1,200. Janitors will be given increases of fifteen per cent.

Fond du Lac, Wis. The board has granted bonuses of \$100 to the teachers at the vocational school.

Amesbury, Mass. Under a new salary scale, teachers receiving \$1,500 or less will receive an increase of 35 per cent. Those receiving more will be given a twenty per cent raise.

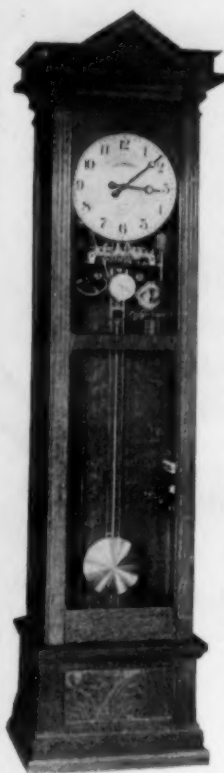
The school board of Lynn, Mass., has given salary increases to the teachers amounting to \$100,000. The increases which became effective January first, will benefit four hundred teachers.

Rockland, Mass. The teachers have been given increases of \$200.

Clarksville, Ark. The board has given increases of \$10 to high school teachers and \$5 to grade teachers.

Eight supervisors of special branches of education in the Chicago public schools have asked the board for an increase in the minimum salary from \$3,250 and \$4,500 to \$5,000, with annual increases of \$250 up to a maximum of \$6,000. The eight supervisors and their present salaries are:

Supervisor of Elementary Manual Training, \$4,500; Supervisor of Physical Education, \$4,500; Supervisor of Military Training in High Schools, \$4,000; Supervisor of Household Arts, \$4,000; Supervisor of Technical Work, \$3,800; Supervisor of Commercial Work, \$3,750; Supervisor of Music, \$3,250; Supervisor of Art, \$3,250.



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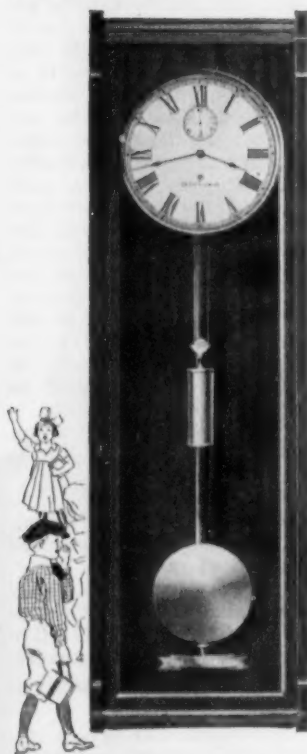
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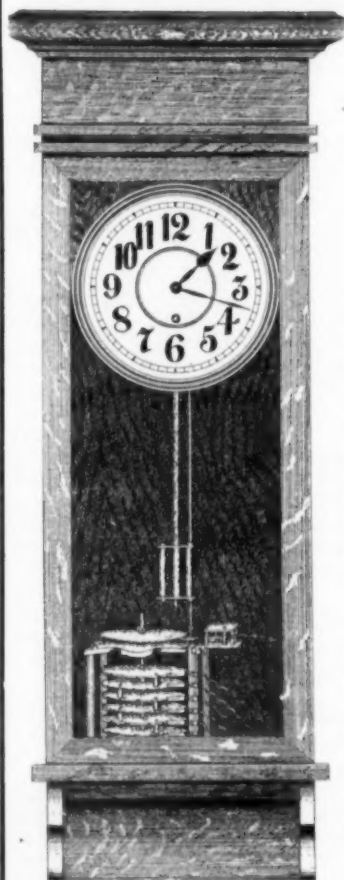
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QUESTIONS AND ANSWERS

High School Credits.

50. Q:—Under the writer's predecessor credit was given to students on the semester plan; that is, each semester was considered independently and credit was given for a passing credit.

Under the writer's plan a subject covering a year must be pursued for a year before any credit is issued. If a student passes during the first semester but fails in the second, he isn't granted a credit.

Will you please give me your opinion about the relative merits of these two plans?—J. S. B.

A:—The semester plan, in my opinion is preferable to the yearly plan, mainly for the obvious reason that under the yearly plan a student frequently is forced to sacrifice a semester's time. A semester's work on a subject is a semester's work, however you may look at it; it seems only fair to the student that he should receive full credit for the same, in spite of what he may do or may not do the following semester; he might be ill, or otherwise unavoidably kept out of school the second semester. At any rate, the semester plan is a much simpler administrative scheme, and I believe it is safe to say that it pertains in more good high schools than does the old yearly plan. I know that it prevails almost exclusively in colleges and universities; it seems to me the principle is the same in both situations.

On the general subject of school credits, permit me to offer the following good references: *Study of Credit Granted to High School Graduates*, L. V. Koos, School Review, Dec. 1916; *Administration of Quantitative and Qualitative Credit for High School Work*, W. A. Bailey,

School Review, May, 1917; *What is Credit for Quality*, H. O. Rugg, Elementary School Journal, Apr., 1919; *Credit Units*, G. F. Miller, School and Society, June, 1919.—G. M. B.

Laws of the States on Duties of Boards of Education.

59. Q:—Can you tell me whether or not there is a compilation of the laws of the various states regarding the powers and duties of boards of education.—C. A. H.

Digest of the State Laws Relating to Public Education, 1915. Bulletin No. 47, 1915, U. S. Bureau of Education, Washington, D. C.; *The City School District*, Henry B. Bard, Contributions to Education No. 28, Teachers College, Columbia University, New York; *The Growth of Responsibility and Enlargement of Power of the City School Superintendent*, by A. H. Chamberlain, University of California publications on Education, No. 4, 1913; *The City Superintendent and the Board of Education*, by W. W. Theisen, Contributions to Education No. 84, Teachers College, Columbia University.

For information on the laws of the several states, reference may be made to the state superintendents of the states mentioned, as follows: *Alabama*, p. 119; *Arizona*, p. 32; *California*, p. 36; *Colorado*, p. 148; *Delaware*, p. 44; *Illinois*, p. 90; *Idaho*, p. 68; *Indiana*, p. 71; *Kansas*, p. 155; *Kentucky*, p. 92; *Louisiana*, p. 20; *Maine*, p. 11; *Maryland*, p. 36; *Massachusetts*, p. 24; *Michigan*, p. 124; *Minnesota*, p. 48; *Montana*, p. 50; *Nebraska*, p. 50; *New Hampshire*, p. 36; *New Jersey*, p. 28; *New York*, p. 89; *Nevada*; *North Carolina*, p. 135; *North Dakota*, p. 45; *Oklahoma*, p. 14; *Oregon*, p. 42; *Pennsylvania*, p. 28; *South Carolina*, p. 24; *South Dakota*, p. 33; *Tennessee*, p. 19; *Texas*, p. 98; *Utah*, p. 70; *Virginia*, p. 37; *Washington*, p. 70; *West Virginia*, p. 35; *Wyoming*, p. 38.

EVENING SCHOOLS.

Muskegon, Mich. Evening classes in English and citizenship have been opened in the Heights high school.

Detroit, Mich., has 13,000 students in night schools as compared to 14,000 in day high schools.

An evening commercial school has been opened in the high school at West Warwick, R. I.

The evening schools of Little Rock, Ark., have enrolled over 500 men and women. Courses in automobile mechanics, architectural drawing, machine shop practice, sheet metal drafting, salesmanship, bookkeeping, stenography, typewriting, millinery, sewing, French, Spanish and citizenship are offered.

Ginn & Company, Boston, Mass., have announced that Mr. H. P. Conway has become a member of the firm. Mr. Conway was formerly traveling representative for the firm in the Chicago district.

The universities of Germany have enrolled 41,000 more students this year than in 1914. In the beginning of the war there were 50,000 students enrolled and in 1919, the number had reached approximately 91,000.

IN COMMEMORATION OF THE BOY SCOUTS WHO FELL.

Love of country, optimism and hope triumphant over death are the keynote features of a beautiful bronze plaque commemorative of the Philadelphia Boy Scouts who perished during the world war, and which was recently unveiled at Moose Hall. The plaque is the work of Dr. R. Tait McKenzie, head of the department of physical education at the University of Pennsylvania, a noted sculptor, whose statue has been adopted as the official emblem of the organization of Boy Scouts throughout the country.

The plaque represents a Boy Scout holding aloft the Stars and Stripes. Behind him is a battlefield dotted with crosses, and still farther in the background is the rising sun, the rays of which illumine the foreground into which he is gazing. An inverted, smoldering torch is on each side of the Boy Scout.

The main idea of the sculptor was to symbolize the Boy Scout's greeting of the new era. He is facing the future; the sun, rising over the battlefield where his comrades are buried, lights the way to the better tomorrow. On the plaque are the words: "Hail and farewell to our comrades who fell in the World War, 1914-1918. Boy Scouts of Philadelphia."

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THE MONTANA COUNTY UNIT LAW.

(Concluded from Page 44)

levy a tax sufficient to raise the amount of money so certified" * * *

In order that no school be prevented from conducting a school of a higher standard than that set by the rural school board Section 2002 makes the following provision: " * * * the board of trustees of each school district (this means the sub-district) shall certify * * * the amount of money needed by the (sub) district over and above the amount apportioned to it * * * and the board of county commissioners shall thereupon levy a special tax, for such purposes, not exceeding ten mills on the dollar * * * (which) shall be collected * * * and placed in a separate column of the tax book * * *

"All the existing indebtedness of the various third class districts * * * shall be assumed and paid by the rural school district of that county, * * *

In order that the law may not act as a rat trap so that those who get in cannot get out again, the following provision is made: "A rural school district organized under the provisions of this act may be dissolved after the expiration of four years from the date of its organization," and then follows how an election may be called for that purpose.

To date only one county, Cascade, has adopted this plan.

Miss Jane Keeney, superintendent of Cascade county, told me recently: "The law works remarkably well and there is little confusion in its adoption. It secures an equitable distribution of moneys derived from taxes on corporations. A majority of thinking people are pleased with

the arrangement, for every child in Cascade county was offered a nine months' term of school last year."

Only those who have worked in Montana can appreciate how revolutionary it is to have a whole county give nine months of school in all districts.

It will be noted that the County Unit Law does not take the active management of local affairs out of the hands of local people. In this way the men and women most directly affected are still responsible for school administration. This is as it should be, for no lasting reform can be accomplished when people sacrifice a part of their freedom for the sake of temporary advantage.

It requires an election to have the County Unit Law adopted in a county. The county superintendents have taken up the fight and from all over the state come reports of steady hammering. They have enlisted the support of the press. Every week a farmer can read, perhaps for the first time, that he may be paying thirteen times as much special tax as his neighbor and getting only half as good a school in return. He can learn that only half of the children ever finish the eighth grade, that seventeen hundred boys and girls in the state were without schools of any kind last year, that hundreds more were scarcely better off. All these and a dozen kindred ills have been traced to the present system of school districting.

This educative campaign is very good. Often we work to get a law passed and then go about our affairs with a false belief that we have accomplished our end. But legislation without popular understanding and sympathy is dead, for laws are, after all, only rules of the game which people are willing to play. It is well that

someone has to put the County Unit Law directly before the people. Popular enlightenment will give it a good chance for a tryout in those counties that adopt it, and even in those that do not, our vicious system of school taxation will get a very thoro airing. So in either case the fight is worth while.

The County Unit Law calls for a new deal wherein one man's chance is as good as another's. Once this fact is driven home to the public, nothing can prevent a successful issue.

ORGANIZATION OF TEACHERS.

The Rhode Island Institute of Instruction has recently recognized the desirability of the organization of teachers for promoting the welfare and advancement of the profession of teaching and the work of the public schools. It urges a wider public recognition of the patient and patriotic public service of the teacher as the nation and the state's chief agent for preparing youth for citizenship.

The Institute points out that respect for the profession as a form of public service is of fundamental significance in the life of the state and nation. The legislature and the school committees should adopt such regulations and rules as will tend to remedy conditions inconsistent with the welfare of teacher and detrimental to education.

The Institute, on the part of the teacher, urges constant and consistent regard for the relation of the teacher to the school, to the children, to the people and to the state. Recourse should not be had to agencies outside the law, or to procedure other than the orderly procedure provided in school law, nor should affiliation be sought or maintained with organizations whose weapons for enforcement of demands include interference with the orderly and continuous procedure of education.

Supt. J. H. Bently of Richmond, Ind., holds that married women make as good teachers as those who are single. He recommends that married women be retained as long as they prove efficient.

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AMERICAN SCHOOL BOARD JOURNAL, Milwaukee, Wis.

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RELATIONS BETWEEN SCHOOL BOARDS AND SUPERINTENDENTS

(Continued from Page 32)

The way this question is stated, "The good, efficient home teacher is not included, and much can be said in praise of the splendid service that is given to the home district by so many hundreds of Iowa teachers. They know the problems, sympathies and trials of the community better than a stranger, and are often able to do more work, and too, frequently, for less pay than a stranger.

"Home teachers are favored on account of personal or political relations," is a vastly different subject. Under this condition the spirit and morale for a community cannot be kept at its best for school interests. Even directors cannot have the highest pride in their school. And what can a teacher have who feels that she is drawing her salary, not from the highest standard of efficiency? She is not securing her position of trust as a teacher because of her splendid qualifications and her charm as a leader among children. Pulls and favorites cannot prevent even the morale that a teacher has from soon becoming low.

A teacher must lose, sooner or later, her charm in professional integrity if she is to resort to personal obligations for her position. Too long, and in too many communities, judging from this per cent, have long-suffering people allowed the finest privilege of their trust to be misused.

Do School Boards Decide Location of School Buildings? School boards in 27 per cent of the cases receive and use the privilege of deciding upon the location of school sites.

Is the Superintendent the One Administrative Head of Schools? In 57 percent of the schools, the superintendent is considered the ad-

ministrative head of the schools, but the remaining 43 per cent is enough to discount efficiency to a large extent in Iowa. The high percentage of superintendents who are recognized by school boards as the one administrative head of the schools is indicative of a profession in Iowa for superintendents. The day is passing when every one is his own expert. Authority should be placed in some central body or individual who may be held responsible for the success or failure of our schools. It should be impossible for some one to blame another because of failure. The superintendent should be the administrative head of the schools, subject only to the final authority of the school board when in session. Outside of the session, school board members should understand that they have no more authority to act and decide on school policies than any other person in the district.

All affairs should come to the superintendent for his understanding. The purchase of supplies, questions of discontent among teachers, dissatisfaction of parents, are problems for a superintendent's attention first. If the superintendent cannot, or will not, deal with these questions fairly and justly, or if he feels dissatisfied with his judgment, they may come before the school board for final action, but even then, the superintendent should be high-minded enough to bring the question to the board in a report.

Board members, for the best interest of a school, should not discuss the merits or demerits of these questions as individuals. Principals should learn that the superintendent is the administrative head of the school, and that his decision is essential for a final settlement of their problem. Book agents and salesmen for all sup-

plies should learn that the superintendent is the competent judge of the merits of their supplies, and should receive no encouragement from individual members of the school board. In too many instances, cunning salesmen brag about their ability to "wind up school boards" on supplies after they have failed to convince the superintendent of their merit.

It is not to be supposed that no superintendent will ever make mistakes, but if a superintendent does make mistakes, they will be far less in consequence than those of the board. In the first place, the superintendent feels a very delicate responsibility to the board and to the patrons. In the second place, if the superintendent has made a mistake, there is a final decision by the board that will help, but if the decision of the school board is had, they are the final judge in the matter, and there is no repeal. Considering the whole problem of school administration, it seems that no truer betterment of education, foresight and intelligent administration of school can be found than the extent of authority which is delegated to a superintendent. Next to this is the willingness to stand firmly by this authority after it has been extended to the superintendent. In no respect does this infer that school boards shall have nothing to do, but rather that they shall have more time to do efficiently the work in their department.

It means that the school board wishes to have expert judgment in all questions pertaining to school management. School directors who are of the busy type of men, and deserving of places on a school board, have not time to study problems of administration, or to weigh values of instruction so that they are experts in the judgment of these problems.

(Continued on Page 117)

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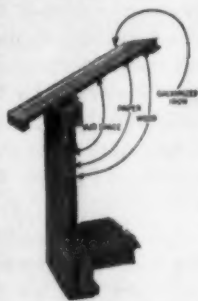
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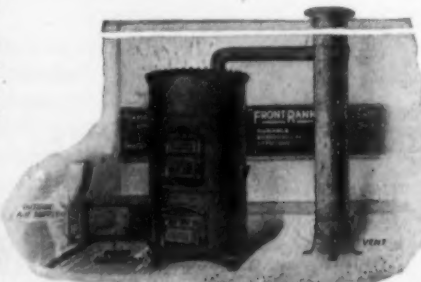
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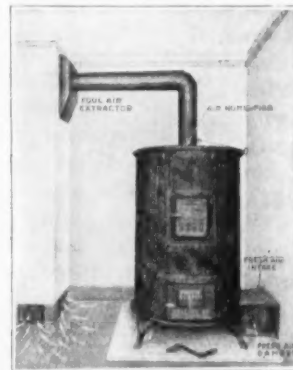
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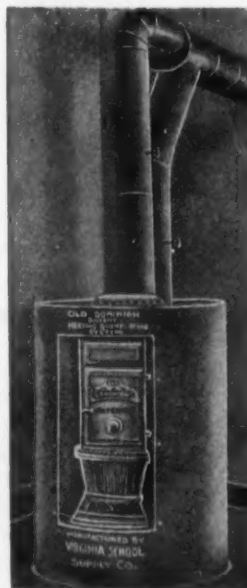
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No separate independent foul air ducts or flues made of brick or metal are required. It is easy to set up and regulate and will not clog with soot or rot out. Every part is combined and all stove and ventilating pipes up to five feet are furnished.

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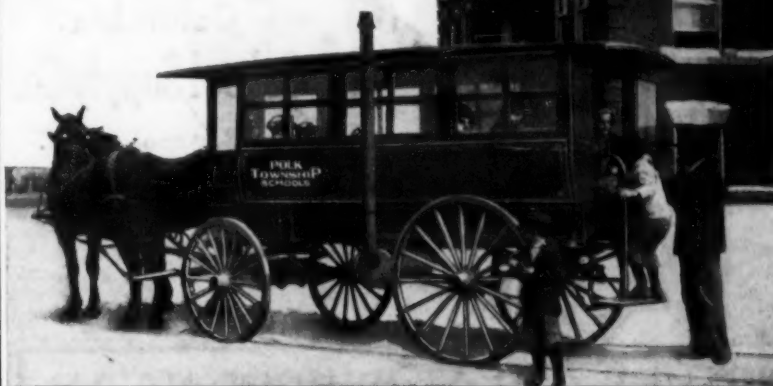
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*The Problem of Safe and
Sanitary Heating and
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Wagons is Solved.*



THE MILLER VEHICLE HEATER Does the Work

The above cut shows the Miller Vehicle Heater in use on a modern school wagon under actual winter conditions.

No stove to overturn, no gas or oil to explode, no smoke or poisonous gas to endure. Simply a hot air register in the floor flooding the whole inside of the wagon with warm, pure air drawn from outside.

Disease is now sweeping over the country endangering the lives of young and old alike. The epidemic of Spanish Influenza finds an inviting field for its deadly work in crowds, in damp, cold atmosphere, in poor ventilation.

The Miller Vehicle Heater, like mingled sunshine and fresh air, dispels dampness and disease, affords warmth and comfort, and renders safe and sanitary the journey to and from school.

Every parent has a moral right to demand and it is the sacred duty of school officers to supply Miller Vehicle Heaters for school wagons.

We manufacture and sell Heaters only and sell to wagon manufacturers, dealers and school authorities.

Send for Prices.

MILLER VEHICLE HEATER CO.
Crawfordsville, Ind., U. S. A.

It is quite difficult to explain why a community or a school board is unwilling to use intelligently the expert advice of a superintendent after public money is being used for his service. The expert in medicine is accepted without question; the contractor, who is skilled, accurate and has become an expert, does not find the doubt and mistrust in his judgment that is so common with superintendents. The lawyer's decision or judge's findings are accepted with a feeling that they are from a competent authority, but superintendents who may have had more education, training, and a larger variety of experience, find their judgment is questioned in very many instances. Have we a less competent class of men for superintendents than we find in other professions? Are they more limited in experience, and less able qualified educationally? It seems as if the community has not yet come to recognize the new profession of the school superintendent. They have adhered to their old traditional notions and feel that teachers belong to the class of broken-down soldiers or incompetent people.

(To be continued in May)

A MATTER OF PATRONAGE.

(Concluded from Page 26)

sation in teaching as in all other business and anyone who tries to evade these laws will some day be called for a reckoning."

Of course the principal had recently gone thru a very disagreeable experience and no doubt he was prejudiced.

ADOPTION AND PURCHASE OF TEXTBOOKS

(Concluded from Page 40)

2. Every adoption should be a book adoption and not the adoption of an author, a publishing company, a bookman, a local politician, or a paid attorney.

3. The cost of textbooks is negligible, absolutely insignificant in the total budget. Price should not be a determining factor. The boys and girls are entitled to the best.

4. Books should be selected by teachers, supervisors, superintendent, and board of education, working in co-operation.

5. The selection of a few books annually is better than a wholesale adoption of an entire list.

6. No contract for an elementary textbook should be made that prevents consideration of a new text at the end of four or five years. Further, it would seem, provision should be incorporated in every contract for dropping an unsuccessful textbook at the end of any school year. Books for use of pupils in Junior and Senior High Schools should not be subject to the same time limitations as those selected for elementary schools.

7. Exchanges should be abolished. They are an economic waste.

8. *Shop Early.*

WHY IS A SUPERVISOR?

(Concluded from Page 55)

From the point of view of the possibilities of the work to be done, therefore, the office of supervisor is an important one in a modern school system.

Supervisors stand close to the superintendents and are their direct representatives and active agents. In general training, in breadth of view, in ability, they should rank high in the estimation of the principals and teachers whom they supervise. The actual salaries that have been paid, however, do not at present indicate that such a state of affairs exists. In the increases granted to date, the supervisors have changed but 24.7 per cent as compared with

48.6 per cent for the system as a whole. A cal help will greatly increase the effectiveness of the work and the general respect for such positions. Moreover, these things will make it possible to secure for Detroit as need arises other men and women whose training, professional standing, and personal ability are all that proper supervision demands. Great are the advances in education that have been made; greater still are the possibilities of the immediate future. But the city must have adequate and helpful supervision to make those possibilities realities. Of what avail are fine school buildings, able teachers and principals, exceptional superintendents, if the active, controlling, integrating agency is weakly organized, underpaid, and imperfectly equipped? In supervision as in everything else, the best is none too good for Detroit.—*Detroit Educational Bulletin.*

State Expense in Carrying Children to School Grows.

Transportation expenses for children to and from schools thruout the state of California in 1919 averaged \$5 per month per child affected and entailed a total expenditure of \$348,114 for this purpose, said Will C. Wood, State Superintendent of Public Instruction, recently.

This is an increase of \$75,227 over expenditures for this purpose in 1918, and is due, Mr. Wood said, to the continual increase in school consolidation in the rural districts, necessitating a daily journey by some children of twenty miles in order to attend school.

"In Imperial county," said Wood, "100 trucks, owned by the schools and driven by boys, are used in taking children to and from school. Trucks also are used extensively in Placer, Stanislaus, Monterey and Riverside Counties.

"Consolidation of schools will continue as it is possible to attain a higher standard of excellence in a larger institution than in the small school structures, which today are disappearing."

"Perfection
School
Desk"



Columbia
School Supply Co.
Indianapolis, Ind.

PICTURE A NEAT SCHOOL MA'AM,



—with a kind pleasant smile, making a chap feel happy that he has done his lessons right, wanting to ask her if she would please let him clean the Erasers with a Simplex. Order at once—Electric or Hand Driven—and assist in the great Health Drive now inaugurated in the Schools.

For sale by all of the 120
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The electric shown above is driven by a universal motor, that will operate on any and all electric currents. Cleans 100 erasers thoroughly in 15 minutes. The only sanitary and hygienic eraser cleaner made.

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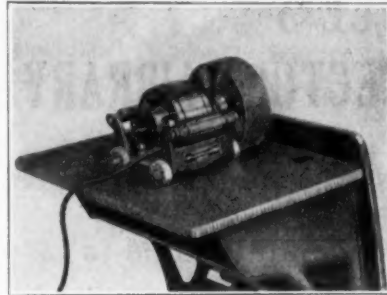
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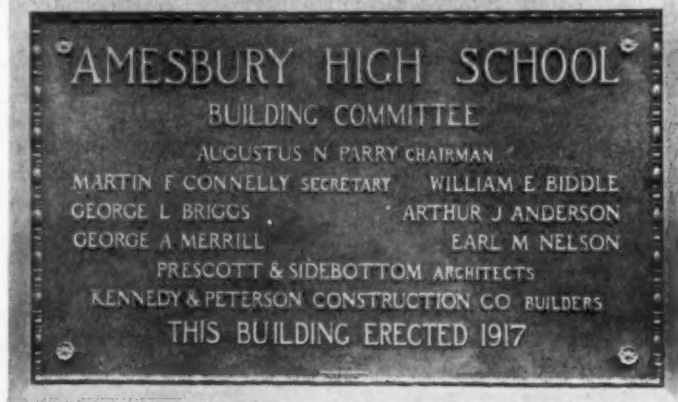
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saves one-third of the janitor's time. Address J. T. Spears, Union, S. C.

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One twenty pupil Studebaker bus complete with heater. Horse drawn and in fine shape, having been used only about three months. Address Supt. J. D. LaRue, Wayne, Mich.

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"Will it pay me to go to High School?" is the title of an inspiring little booklet to boost your high school attendance. Sample copy 5 cents. 100 copies \$2.00. Thomas E. Sanders, Racine, Wisconsin.

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Century Ink Essence — (Powder Crystals) is the most satisfactory and economical ink for school use. Send for sample and price list. Francis J. Peck & Co., Superior Bldg., Cleveland, Ohio.

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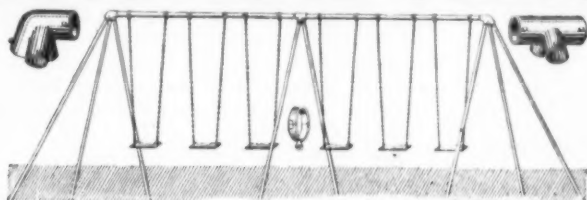
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With and without spring rollers. Hamilton tan duck wears like iron and is proof against scorching sun, beating wind and drenching rain. Hamilton wear-proof shades in six styles. Guaranteed. Cover all the window or part of either sash. Furnished complete, ready to hang. The "quality" line; favorites in schools, factories, public buildings and residences. Distributed by leading supply houses.

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The Norton Liquid Door Check with Hold-Open Arms



especially adapted for
schoolhouse work.

WHY IS THE NORTON
CHECK WITH HOLD-OPEN
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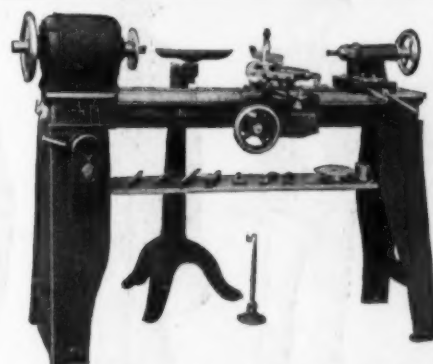
1st. The doors are closed with a uniform speed, which gives the pupils a chance to go through a door without getting caught or injured.

2nd. Having two speeds—the speed at the latch can be set for absolute quiet—no latch necessary.

3rd. The Holder Arm attachment for holding a door open is automatic, a child can operate it—just a push or pull on the door is all there is to do to it. Every schoolroom should have one.

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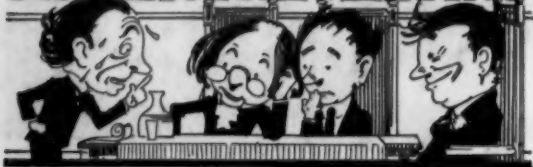
consult the School Authorities of Buffalo, Jersey City, Memphis, San Francisco, Winnipeg, Rochester and a hundred other cities we could name if space permitted and learn what they think of American

Woodworking Machinery for Manual Training Work.

Every School Board should have our catalog on file.
Let us send you a copy.

American Wood Working Machinery Co.
591 Lyell Avenue, Rochester, N. Y.

AFTER THE MEETING



The Biggest Man.

Honest, ardent hero worship is one of the lovable characteristics of childhood and one that deserves cultivation. Sometimes it exhibits itself unexpectedly and delightfully. An instance of this kind is related concerning Supt. H—— of Alabama, which occurred in a first-grade class.

As it was Lee's birthday the teacher of this first grade of impressionable youngsters asked them to tell her the name of the great man whose memory the entire South was honoring. She cautioned them to be careful and not guess just anyone. It had to be a "really big" man.

Two hands were raised, and the show down resulted in Washington and President Wilson being nominated for the honor. The teacher was discouraged. She turned again to the class with faint hope as a little hand waved frantically.

"Who, is it Willie?" she asked.

"It must be Mr. H——'s birthday," said Willie.

In Missouri.

In order to inculcate a spirit of industry among her pupils the district school teacher had notified them that on Friday afternoon she would ask them for imaginary examples illustrating the money-making power of a dollar.

In the center of the line was Tommie Kidd, the blue-overalled son of a man who had wrung a toilsome living out of a rocky hillside farm. When it came to Tommie's turn he began on his system of financing this way:

"I took my dollar and bought a hog an' fed him awhile an' sold him for five dollars, an' bought a calf an' fed him awhile an' sold him for ten dollars, an' bought a cow an' fed her awhile an' sold her for twenty dollars, an' bought a pony an' fed him awhile an' sold him for thirty dollars—"

"Look here, Tommie," said the teacher wearily, "is that going to run thru the whole animal kingdom?"

"No ma'am, I'm done with animals. I took my thirty dollars an' bought a repeatin' rifle an' a hat with a feather on it."

Here Tommie paused and the teacher looked at him curiously; so did the scholars.

"Go on, Tommie," urged the teacher; "after you got your gun and hat what did you do?"

"After that," said Tommie, with quiet dignity, "I quit talking about my business."

Youthful Logic.

The teacher in elementary mathematics looked hopefully about the room. "Now, children," she said, "I wish you to think very carefully before you answer my next question."

"Which would you rather have, three bags with two apples in each bag, or two bags with three apples in each bag?" asked the teacher.

"Three bags with two apples in each bag," said a boy in one of the last seats, while the class still debated as to the best answer.

"Why, Paul?" asked the teacher.

"Because there'd be one more bag to bust," announced the practical young mathematician.—*Youth's Companion*.

THE TEACHERS.

Never a sweet flower idly grows,
Or scatters on the wind;
Out of the ashes of the rose
Spring dreams that warm the mind.
Never a cloud floats lightly by,
Nor withers like a scroll,
But flings a vision from the sky
That lingers in the soul.

Never a linnet or a lark
Breaks Sabbath with a song.
But sends the ear at dawn or dark
Some hymn with message strong.

Never an idle thing at all
In heaven or the clod;
For every beauty, great or small,
Preaches the word of God.

—Edward Wilbur Mason in *Ave Maria*.

Mammy's Expedient.

Little Rastus was becoming very objectionable in school, because his wool was growing longer and longer, far beyond the cutting stage. The teacher tried hinting to no purpose, and then told him outright to go have his hair cut, giving him a quarter for the purpose.

Rastus broke out crying and said: "No, ma'am, I dassn't hab it cut. My mammy she wants a new switch and she's done a-growin' it on me."

—*Ladies Home Journal*.

A Clever Boy.

Teacher (to a small boy)—So you've come to school without a pen, eh? What would you say if one of our soldiers went to France without his gun?

Tommy—Please, sir, I should say he was an officer!

The Sensible Course.

Jimmie giggled when the teacher read the story of the Roman who swam across the Tiber three times before breakfast.

"You do not doubt that a trained swimmer could do that, do you, Jimmie?" teacher demanded.

"No, ma'am," answered Jimmie, "but I wondered why he didn't make it four times and get back to the side his clothes were on."

A First Consideration.

A teacher who was firmly convinced that a knowledge of the paintings and sculpture of the world was as essential as the "rule of three" had been explaining to her young wards some of the history connected with Rodin's famous statue, "The Thinker." She then asked the children what they thought he was thinking about.

"Oh, I know," replied one little girl. "He's lost his clothes, and he's wondering where he's going to get some more."

A Difference.

The school teacher asked his class to give him the definition of a "pilgrim."

One little fellow said: "Please, sir, I think a pilgrim is a man who travels a great deal."

This did not exactly suit the teacher, so he said: "Well, I travel about quite a little, but I'm not a pilgrim."

"Oh, sir, but I mean a good man," eagerly replied the little one.—*Harper's Magazine*.

Not Acquainted.

Professor—You must not become discouraged. Remember Horatius at the Bridge.

Student—I don't remember ever having met him. Mother doesn't allow me to go out with young men.

BUYERS' NEWS COLUMN

OPEN NEW FACTORY.

The Beardslee Chandelier Mfg. Company of Chicago, Ill., has announced the leasing of a new factory building, comprising two floors and basement, at 115 South Jefferson Street.

The new building will be devoted entirely to the manufacture of the Denzar lighting unit and the additional space will enable the company to triple the last year's output and to make prompt deliveries.

The business office of the firm remains at 216 South Jefferson Street.

CORRELATING LITERATURE AND MUSIC THRU THE GRAPHOPHONE.

The Columbia Graphophone Company, of New York City, has issued a pamphlet under the title "Literature and Music," a manual for teachers and students in school and home. The pamphlet furnishes the connection between literature and music in a way that is both helpful and interesting for the teacher and students. It takes up poetry, folk songs, ballads, odes, overtures, elegies, idylls, lyric poetry, rhythm and metre, stanza, sonnet, grammar and rhetoric, drama and music, dramatic structure, dramatization, musical recitations, fiction and music, and composition. There is a suggestive bibliography on music.

UNIFY GRINNELL INTERESTS.

For the purpose of ensuring greater efficiency and better service to its patrons, the General Fire Extinguisher Company and its allied industries who have manufactured "Grinnell" products have been united under the single corporate name of the Grinnell Company. The change involves no departures in the organization, sales force, or contracting activities of the corporation.

The name General Fire Extinguisher Company has been an anomaly in that it expressed only a fraction of the firm's business and interest. Starting originally in 1850, as heating contractor, the firm has for many years conducted a general industrial piping business divided into five closely related sections (1) fire protection, (2) heating, (3) power piping and specialties, (4) drying, and (5) sales of fittings, valves and supplies. The new name will, it is believed, best express the origin and quality of the products and the construction and engineering service of the firm which have at all times been known by the name "Grinnell."

The firm has recently issued several booklets on "Science and Service in Industrial Piping" and on "School Fire Hazards." These are available to interested school authorities.

BOOKMEN.

Mr. Benjamin D. Berry, well known author, publisher and educator, died February first at his home in Springfield, Ohio. Mr. Berry was of Revolutionary War stock and was born and educated in Ohio. He was successively teacher and principal and represented several book firms in the Middle West. In 1909 he published Berry's Writing Books, but in 1917 he retired from bookwork to become advertising manager of a manufacturing concern in Springfield.

REMOVE OFFICES.

Messrs. Guilbert & Betelle, school architects, Newark, N. J., have announced the removal of their offices to new quarters in the Aldine Building, at 546 Broad Street.

A new world's record in shorthand has been made by Mr. Nathan Behrin of New York City. On December 30th Mr. Behrin wrote 324 words gross and 322 net per minute in a test held under the auspices of the Certified Shorthand Reporters' Society. There were six contestants and the selections read were from the actual printed record of a trial held in New York City. In the qualifying two-minute test at the rate of 282 words per minute, Mr. Behrin made one error. In the final test which was intended to be at the rate of 300 a minute, a total of 600 was read in one minute and 51 seconds. Mr. Behrin made two errors. He is a writer of Isaac Pitman shorthand.



Some Members of the Learned Professions—and—a Day Laborer.—Judge.

School Goods Directory

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Oliver C. Steele Mfg. Co.
L. O. Draper Shade Co.
Aeroshade Company
Walger Awning Co.
Perennial Shade Company
Farne Manufacturing Co.

AIR CONDITIONING APPARATUS

American Blower Co.
Moline Heat

ARCHITECTS (See pages 84 and 85)

ASH HOISTS

Gillis & Geoghegan

AUDITORIUM SEATING

Peabody School Furniture Co.
American Seating Co.
N. J. School Furniture Co.
Hoywood Bros. & Wakefield Co.
Empire Seating Co.
Theo. Kundtz Co.

BLACKBOARDS—COMPOSI- TION

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Beaver Board Companies
E. W. A. Rowles Co.
Weber Costello Co.

BLACKBOARDS—NATURAL SLATE

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Penna. Struct. Slate Co.
Natural Slate Blackboard Co.

BOILERS

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Smith System Heating Co.
Kewanee Boiler Co.

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Peckham, Little & Co.

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Macmillan Company
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Ginn & Company
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Albert Pick & Co.

CHARTS

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A. J. Nystrom & Co.

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Dall Steel Products Co.

CHEMICALS

Chicago Apparatus Company

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Time-Systems Co.

CLOSET BOWL CLEANSERS

Hygienic Products Co.

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Peckham, Little & Co.
E. W. A. Rowles Co.
Weber Costello Co.
National Crayon Co.
Jos. Dixon Crucible Co.

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Samuel Cabot

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C. Christensen
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Federal Equipment Co.
Albert Pick & Co.
Columbia School Supply Co.

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Norton Door Check Co.

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N. O. Nelson Mfg. Co.
Rundie-Spence Mfg. Co.
Imperial Brass Mfg. Co.
United Pump & Power Co.
H. Mueller Manufacturing Co.
Waterman-Waterbury Co.

DRINKING WATER STERILIZERS

R. U. V. Co.

EDUCATIONAL FILMS

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Pathoscope Company of America.

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ERASERS

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Jos. Dixon Crucible Co.

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James Lynn & Co.

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Pyrene Manufacturing Co.

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FIRE EXIT LATCHES

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H. Channon Co.

FLAGS

Anlin & Co.
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"Old Glory" Mfg. Co.
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Samuel Cabot

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Hoywood Bros. & Wakefield Co.
Columbia School Supply Co.
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Quaint Art Furniture Co.
Theo. Kundtz Co.
Columbia School Equipment Works.

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GRAPHOPHONES

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Haynes-Langenberg Mfg. Co.
Virginia School Supply Co.
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Columbus Heating & Ventilating Co.

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INKS—DRAFTING

Devoe & Reynolds

INKS, PASTE

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INK WELLS

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U. S. Inkwell Co.

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H. Channon Co.

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Chicago Apparatus Company

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LIQUID SOAP

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Theo. B. Robertson Products Co.

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Berger Mfg. Co.
Durand Steel Locker Co.
Fred Medart Mfg. Co.
Waterman-Waterbury Company

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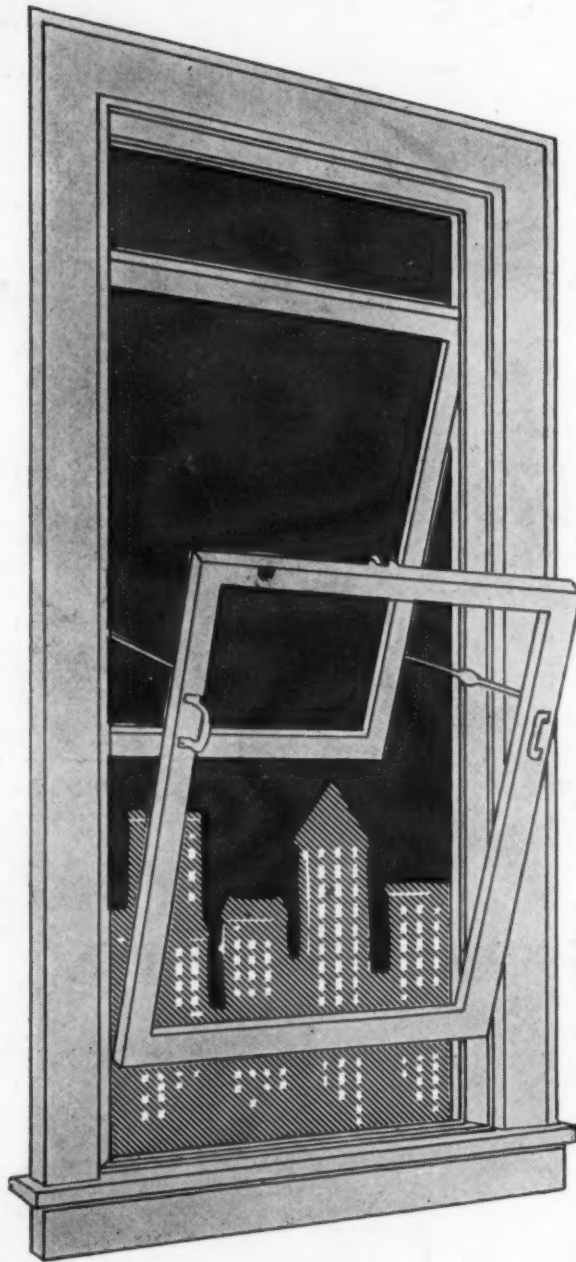
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